1974

Educational and Occupational Experiences of Louisiana High School Graduates.

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EDUCATIONAL AND OCCUPATIONAL EXPERIENCES OF LOUISIANA HIGH SCHOOL GRADUATES

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Vocational Agricultural Education

by
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May, 1974

ACKNOWLEDGMENTS

Appreciation is extended to the Louisiana high school graduates who participated in this investigation; to the school officials in each of the parishes involved for their consent to allow the collection of data, and to the school counselors for compiling the list of graduates and mailing and collecting the questionnaires used in this research.

Appreciation is especially expressed to Dr. Charlie M. Curtis, Director of the School of Vocational Education and Head of the Department of Vocational Agricultural Education, who served as faculty advisor and Chairman of the Committee, for his constructive criticism and direction throughout this study. Sincere appreciation is also extended to other members of the examining committee for their time and advice: Dr. James C. Atherton, Professor of Vocational Agricultural Education and Director of Research of this study; Dr. Robert C. Von Brock, Professor of Education; Dr. James H. Hutchinson, Professor of Vocational Agricultural Education; Dr. Walter J. Peevy, Professor of Agronomy; and to Dr. Charles W. Smith, Assistant Professor of Vocational Agricultural Education.

Appreciation is also accorded to Mr. J. L. McConathy, Superintendent of Richland Parish Schools and to the Richland Parish School Board for granting leave to complete this research.

Special recognition is extended to those who provided invaluable assistance in the typing of this report: Miss Sheila Davis, Mrs. Alice Anders and Mrs. Mary McMinn who typed the final copy of this manuscript.

The author also wishes to express appreciation to the following members of his family for their encouragement and moral support during the period of this research: his wife, Florine; Jimmy, Kathy and Jennifer; Bill, Sandra, and Avis; and Billy, Deborah, Donald and Richard.

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ABSTRACT

Purpose

The primary purpose of this study was to determine the educational and occupational experiences of Louisiana high school graduates. It was also concerned with the curriculum pursued and elective courses taken in high school, and the effects of the high school curriculum on the graduates' post high school education or training and on their occupational experiences.

Procedure

The Descriptive Survey Method with the Mail Questionnaire Technique was utilized in this study. Information was obtained from completed questionnaires that were returned by 3,035 respondents; 1,612 females and 1,423 males.

Information obtained was programmed for computer processing by sex and by curriculum pursued to supply a frequency and percentage distribution of all items contained in the data gathering instrument. Statistical procedures utilized for analyzing the data were number and per cent distribution and the chi-square test of independence. Null-hypotheses were tested and were accepted or rejected at the .01 level of confidence.

Findings

Louisiana high school graduates are restricted while in high school by the curriculum offered. Data reveal that 35.8 per cent claimed to have pursued a College Preparatory curriculum; 51.8 per cent a

General curriculum; 7.8 per cent a Vocational curriculum, and 4.6 were unclassified or did not reply; even though most respondents took the same elective courses.

The elective courses, which determined curriculum pursued, were so limited or restricted that many respondents indicated that they had no choice of electives.

The curriculum pursued, as claimed by the respondents, revealed a highly significant difference on most items in the study; however, these differences were due to number distributions rather than percentages. When comparisons were made by per cent distribution very little differences were noted.

The conclusion was reached that most Louisiana high school graduates in reality, follow a General curriculum and that the curriculum pursued while in high school had very little effect upon the post high school education or training or upon the occupational experiences of Louisiana high school graduates.

"Education must be bent on preparing students either to become properly and usefully employed immediately upon graduation from high school or to go on to further formal education. The student should be equipped occupationally, academically, and emotionally to spin off from the system at whatever point he chooses."

Dr. S. P. Marland, Jr.
U. S. Commissioner of
Education

CHAPTER I

INTRODUCTION

Probably the most serious problem facing the nation today is to provide an educational system which acknowledges the existence of individual needs among its young people and which develops adequate facilities and programs to meet these needs.

In American society the development of individual educational needs takes place in many forms and areas, both formal and informal. These needs start early in the individual's life and continue throughout his lifetime. Formal education is often said to be the chief instrument for preparing the individual to enter society and the world of work.

In today's fast moving and fluid society, complicated by technological and sociological explosions, it is difficult for youth to experience work. With fewer jobs available and more young people looking for work, educators are becoming increasingly concerned about the problems underlying the career development of young people at all educational levels.

Causing considerable concern is the lack of agreement among educators as to the structure of the career development process and how to implement it. Some argue that the individual need not experience the career development process in school, that a career is developed after leaving school when the individual is a member of the labor force, that individuals need only a broad and general education

in high school to enter and make progress in the labor force. Others are convinced that a career choice must be made early in life, that young people must experience the process of career development in an educational environment in which the training provided is relevant to the career chosen.

More specifically, social scientists are saying that career development is a continuous process, beginning early in life and taking place at all educational levels, particularly in the high school since it is the only institution reaching most youth at the age when they are most likely to make career decisions. They either enter the labor force at graduation, or they seek further preparation.

Today, with the increasing population and social change, the accent is on young people. The "standard" approach to group instruction in high school where attention is focused on the subjects prescribed for graduation is undergoing some dramatic changes. Generally, people are questioning the disproportionate pressure placed upon high school students to prepare for and attend college. Program planners are not seen as hostile to career development, although they provide a minimum of instruction about the world of work and the kinds of skills in respect to the career needs of students. Disappointing to many, however, is the fact that, while the high school is considered a major agency affecting vocational development, it makes no large scale effort to discover ways of relating its students to work.

Conversely, there is a tendency for the stronger students to take the college preparatory curriculums; a relatively few, perhaps less than 20 per cent, elect vocational curriculums. This practice

establishes a pattern that does not permit career commitments by students to operate as a criteria for the selection of a curriculum. Consequently, it is a common belief that the school's role in preparing youth for citizenship suffers because basically it is through their work that individuals become known members of society.

The point at which differences appear, then, seems to be more of a question as to what kind of high school program relates best to the needs of individuals for career preparation. Is it one providing a broad general education, or is it a development-oriented program designed to prepare for a single career or a cluster of careers?

The over-riding debate is not only among school planners but between planners and lay citizens, including the prospective employer. At the heart of the controversy is the question: Are program planners actually aware of the process involved in career development and the various steps it includes for advancing individuals to maturity?

Without use of the career development process as a baseline, are the alternative actions, such as the college preparatory program, giving the outcomes society is coming to expect? In short, is the high school through its emphasis upon college-orientation producing people who can maintain and enhance the labor force, or does it need a new orientation in which the career development process is emphasized--at least for those not going to college?

Finding the right answer to this and other related questions will not be easy, yet mounting public pressure is influencing educators generally to make a careful examination of high school offerings in relation to the career interests and occupational experiences of youth. Until this time, a combination of academic subjects has been the bedrock

program of most high schools. But, now, startling advancements in science and technology together are causing unforeseen but significant changes in the economy and therefore the world of work. Suddenly, a job is of major concern to everyone.

Some educators see a greatly expanded role for vocational and career education. In fact, some see preparation for careers as the central focus of the curriculum. Some believe that the general curriculum of the secondary schools is no longer suitable for today's young people and that the schools should gear their curricula to the career concept starting in the elementary school years and continuing through post-secondary education and throughout adulthood.

Education has never been a simple business; it is more difficult today than it has ever been. Schools cannot be responsive to the many social, political and economic forces that converge upon them. Nor should they react to all the voices in the marketplace of ideas. But the school, by its very existence, is caught up in problems of today's society and it is difficult to see how the school can remain untouched by central trends of thought regarding the needs of society and the needs of the individual student.

Career education is the new mainstream of educational reform. It is an area of opportunity in education that must be developed if we are to meet realistically the educational needs of all our young people. Career education concepts are not new, but program development across the nation does introduce many new elements not found in previous programs. The most significant of these elements is the effort to assist all students to participate in the school's career education opportunities.

Such an effort will require significant changes in counseling approaches, curriculum development processes and staff utilization practices.

Career education envisions that all young people are entitled to experience the psychological meaning of work and that students who have a reason to learn will do so and that motivation is stimulated through career development. The philosophy of career education is that learning can occur better when it is more relevant through a practical setting rather than an abstract one.

Society has certain expectations of the school. Many of these are verbalized in general statements of philosophy, but one thing is very clear; parents, school boards, employers, and most certainly students expect the schools to assist young people in becoming effective contributors and functional members of the community in which they live.

Educating the "academically talented" continues to be of importance, but their numbers are limited and educational programs for them are no longer acceptable for training the great majority who will occupy a vastly different position on the occupational ladder; a lower position, perhaps, but one held by the vast majority of workers who, collectively, form the basis of society.

Answers to questions raised in favor of a different school orientation may be associated with the problems of graduates who try to find work rather than continuing school after high school graduation--are they readily absorbed in the labor force? If employed, are they under or over employed? Are they advancing on the occupational ladder?

Equally important to school planners are the significant differences, if any, in the job-finding problems among graduates of vocational

programs and the experiences of those who graduate without occupational training.

Social and economic forces exerted on the school must be resolved at the instructional level by the way of courses, experiences, and programs which prepare young people for their future role in this rapidly changing, fluid society. Schools and society must seek assurance that young people will develop an appropriate educational background so that they can carry their share of the responsibilities of a productive society. More and more people are looking to the high school to act as the center for providing the individual student with knowledge of himself and the world of work in which he must eventually find a job and pursue a career.

In order that schools perform this task, it is particularly important to look ahead in the educational field, since policies, programs and activities have to be decided upon far in advance of the time when they reach their maximum period of contribution. It is also important to look back; schools of today are what they are because somebody has made decisions in the past. These decisions have played a very important role in the development of the individuals that make up our society.

Statement of the Problem

This study was primarily concerned with determining the extent to which the educational system of Louisiana is meeting the needs of the individual graduate of our secondary schools. It was also concerned with the post-secondary education or training and the occupational experiences of these graduates.

The number of young people graduating from Louisiana high schools has been increasing at a rapid pace; in 1950-51 a total of 16,499 students graduated; in 1969-70, 50,851, an increase of more than 300 per cent. Making up this figure were 26,319 girls and 24,532 boys. It can be assumed that most of the boys are concerned with jobs, and at least 50 per cent of the girls share this concern. Were they prepared to enter the job directly after high school graduation?

Other important questions were: Did the curriculum followed (College Preparatory, General, or Vocational) while in high school influence post-high school education or training? Did vocational education make a difference when seeking and holding a job? Did the graduates profit by vocational education at the high school level? ...at job entry? ...in making progress on the job? What job success have the graduates had? What did they attribute their success to?

Purpose and Significance of Study

The need to restructure the curriculum in Louisiana's educational system seems to be the most acute problem facing Louisiana educators today. To make education more relevant to today's needs and to the needs of the individual student is of primary concern to everyone. Programs must be provided to develop the capacities and the abilities of all individuals enrolled.

The purpose of this study was to provide information about the high school experiences, post-high school education or training, and the occupational experiences of Louisiana high school graduates.

It was the intent when conducting this study to provide information that may be useful to educational planners in developing adequate

high school programs to more realistically meet the needs and interests of individual students.

Definition of Problem

This study was designed to accomplish the following major objectives:

1. To determine the high school experiences of Louisiana high school graduates.
2. To determine the effect of the high school curriculum on the success of post-high school education or training and on the occupational experiences of Louisiana high school graduates.
3. To ascertain the degree to which Louisiana high school graduates continue their education and/or training beyond high school.
4. To determine if vocational education in high school enhances the graduate's opportunity when seeking and holding a job.
5. To determine the occupational experiences of Louisiana high school graduates.
6. To ascertain problems encountered by Louisiana high school graduates during their first job ... present job.
7. To determine the problems encountered by Louisiana high school graduates who seek work rather than continuing school after high school graduation.
8. To determine the relevance of the high school offerings in relation to the occupational interest and job finding experiences of Louisiana high school graduates.

Limitations

This study was limited to the graduates of Louisiana high schools for the decade of 1956-65; it was further limited by selecting sixteen parishes in Louisiana; three schools within each of these parishes; and randomly selecting ten students from each of the designated graduating classes. The sixteen parishes are located throughout Louisiana, four from each vocational agricultural supervisory area. The three schools within each parish were selected to represent urban, semi-urban, and rural schools. The study was further limited by the individual responses from the high school graduate's experiences.

Hypotheses

A "test" is simply a procedure by which a sample is examined for evidence on a given problem. On the basis of preliminary acquaintance with the problem the following hypotheses were proposed for test:

1. The respondents will be uniformly distributed in curriculum pursued. (College Preparatory, General, and Vocational)
2. The high school experiences of respondents will be influenced by the curriculum pursued in high school.
3. The post-high school education or training will be influenced by curriculum pursued in high school.
4. The high school curriculum pursued will influence the completion of post-high school training program.
5. The high school curriculum pursued will be of help when looking for a job.

6. Job aspirations will determine the curriculum pursued while in high school.
7. The high school curriculum pursued will be of value in learning new skills required in post-high school training.
8. The high school curriculum pursued will influence the occupational experiences of the high school graduate.
9. The high school curriculum pursued will influence the degree to which high school courses prepared graduates for jobs by skill areas.
10. The high school curriculum pursued will influence the satisfaction of respondents with jobs in selected areas.

Source of Data

The participants in this study were the graduates of Louisiana high schools for the decade of 1956-65; during this period approximately 322,751 graduated from high school; 151,367 males and 171,384 females. A graduated sample of these graduates was used for each year. To provide broad coverage of graduates, the presently designated vocational agricultural supervisory areas were utilized. Four parishes were selected for sampling (Figure 1) in each area; three schools within each parish were designated. Counselors from each designated school compiled a list of graduates for each year; all possible addresses were obtained and from this group ten students were selected at random and were mailed the survey instrument to be returned to the local counselor. Counselors were trained in collecting and handling information by Louisiana State University personnel.

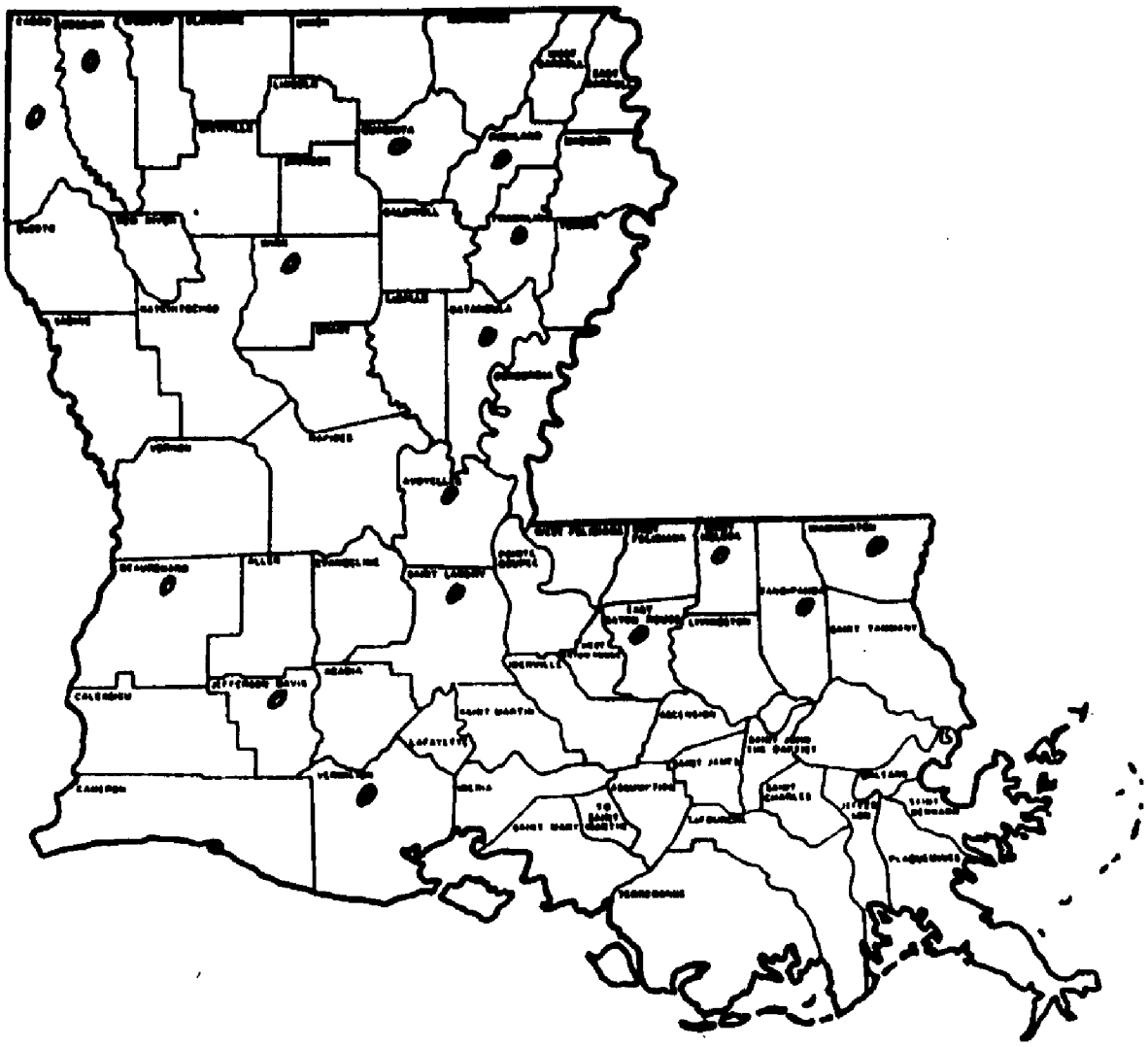

Figure 1. Location of Parishes Surveyed

Method of Research and Collection of Data

The descriptive survey using the mailout technique was the method of research used. Data were collected by the use of a multiple choice inventory form designed to determine the high school experiences; post-high school education or training and the employment experiences of selected Louisiana high school graduates. The inventory was mailed to Louisiana high school graduates selected at random by high school counselors. Louisiana State University personnel from the Department of Vocational Agricultural Education corresponded with selected parish school superintendents requesting a reply if their systems desired to be represented in a state-wide study concerning the occupational experiences of Louisiana high school graduates. After the superintendents responded favorably to the study, the University and the respective school boards began preparing plans for the projected endeavor. The School of Vocational Education of the College of Agriculture represented the University, and the Parish Superintendent of Education represented the Parish School Boards. Four parishes within the four presently designated vocational agricultural supervisory areas were selected. Three high schools within each parish were selected which, in the judgment of the administrations, were representative of the urban, semi-urban and rural areas. Principals and counselors of these selected schools were notified by the parish superintendent and by the University. Arrangements were made to meet with each local counselor for a training period conducted by University personnel. The necessary supplies and survey instruments, developed by the Vocational Agricultural Department at Louisiana State University, were provided for the counselors at this meeting. The survey instrument was developed following an extensive

review of related studies and literature. The instrument was subjected to several revisions; first it was validated by a jury of experts. Consideration was given to suggestions and revisions were made. The revised instrument was then pre-tested for further validation and clarification by a selected group of graduates at Central High School in East Baton Rouge Parish. From the results of this pre-test, suggestions were offered and final revisions were made to the survey instruments.

The local counselors were responsible for securing the addresses and mailing the survey instrument to the selected graduates. The graduates were instructed to return the completed survey instruments to the local counselors.

In addition, a random sample of ten graduates living within the school area of each school was drawn for interview by the counselor. The results of the interviews revealed no significant difference from those who had replied to the questionnaire. Therefore the assumption is made that the answers received by mail were valid and analagous of high school graduates during the decade represented by this study.

Counselors were trained in collecting and coding information on IBM sheets by Louisiana State University personnel.

Treatment of Data

Information on the survey instrument was coded and recorded on IBM code sheets by local counselors. The code numbers were then punched into IBM cards for electronic computer programming and data processing through the facilities of the Louisiana State University Research Center.

The processed data were organized into tabular form for interpretation and presentation. The statistical procedures involved were frequency and percentage distributions, frequency counts by assigned cell blocks, and chi-square test of significance.

Data comparing the high school experiences, post-high school education or training and occupational experiences of selected Louisiana high school graduates are presented in Chapter III.

Conclusions were drawn from the findings of this study through the analysis and interpretation of data. Recommendations were formulated as a result of the research to illustrate how information may be used by educational planners in adjusting and restructuring the high school programs to more realistically meet the career needs and interest of the individual students.

CHAPTER II

REVIEW OF RELATED LITERATURE

In today's fast and fluid society complicated by technological and sociological explosions, it is difficult for the youth to experience work. With fewer jobs available and more young people looking for jobs, educators are becoming increasingly concerned about the problems underlying the career development of young people at all educational levels.

Each year thousands of young people depart their high schools for continued education or to find their respective places in the world of work. Some are successful, but others fail to attain a satisfactory adjustment. When a satisfactory adjustment is made the individual concerned and society at large benefit. Society has told youth they should want to work and should endorse the work ethic. Most young people understand full well that education is the key ingredient in preparation for employment.

The points that can be made regarding the changing occupational structure for at least the next decade are summarized by Herrand Cramer:

1. Young adult workers will be the fastest growing group in the labor force.
2. Teen-agers will be added to the labor force far more slowly than in the 1960's.
3. Blacks will continue to make gains in education
4. Women will continue to enter and re-enter the labor force in increasing numbers.

5. Part-time work opportunities will reach--and are reaching now--major proportions.

6. Employment will continue to shift toward white-collar and service occupations. Professional, technical, and service occupational groups will grow fastest.

7. The 1970's will be a period of strong economic growth accompanied by extensive growth in work force.

8. The largest number of employment opportunities will continue to be in the service-providing industries.

9. State and local governments and service industries will have especially rapid employment gains. (13:68)

Work is important to both society and the individual. Rupert N. Evans, professor of Vocational and Technical Education at the University of Illinois, stresses the need for students to be taught in early childhood healthy attitudes toward the dignity of all work and to be given early opportunities for decision making regarding their own work careers.

> In an interdependent technological society, the development of competence to produce a fair share of commodities and services is a major objective of any realistic educational system. ....
> Clearly, work and the products of work help make life satisfactory. Such work in itself, can be psychologically rewarding. Useful work can also help people fulfill a major portion of their civic obligations. Income derived from work can enlarge opportunities for individuals and their families to enjoy leisure. Adequate income also enhances individual self-respect and provides opportunities to consume fair shares of the commodities and services produced by fellow citizens. (14:52)

Dr. Buzzell, Associate Commissioner for Occupational Education, State of Massachusetts, states:

> To become an active participant in the society is patently an educational goal for everyone, and this goal is surely the same for all members of society. Learners require the same basic skills toward its achievement namely: communication and computational skills, problem solving skills, and employment skills.

> Educational psychologists and theorizers are coming around to advocating career development from the earliest grades. In a recent article in Saturday Review of Education, Jerome Burner states, "To delay vocational or job decisions until comparatively late in life cycle inevitably makes fuzzy one's definition of oneself as an adult." (102:46)

The recent literature on career development makes it clear that ability to make adequate decisions in this field is learned behavior.

> ...Careers are built through a series of experiences which affect sequences of decisions, most of which are revocable, occurring throughout life. Obviously these decisions can be planned; they can occur by chance, or some combination of planning and chance can be involved. Most of the research in career development suggests that most careers in our society follow one of the latter two patterns. This type of research is descriptive, and concentrates on describing what types of careers are actually followed by people who have different types of careers. (152:54)

Herrand Cramer gives further support to the theory.

> ...that vocational behavior and development as well as access to work are based on knowledge, skill, and attitudes which can be fostered rather than left to chance. (13:25)

Super and Overstreet suggested that vocational choices occur as developmental processes over a span of time in the life of an individual.

> Vocational choice is seen as a process, extending over a period of time. It is a sequence of lesser decisions as to the level toward which to strive, some of them decisions as to field in which to work, which brings about a progressive reduction of the number of alternatives open to the chooser. The vocational developmental tasks can be classified according to life stages, each life stage confronting the individual with some new developmental tasks peculiar to that stage. (40:141)

A model was proposed by Super and Overstreet which provides a framework for understanding the behavior patterns which are characteristic of the vocational life stages.

1. Growth Stage (Birth--14 years of age) A self-concept is developed in this stage through identification with individuals constituting the reference group. The growth stage is characterized by three substages:
   a. Fantasy (age 4-10). Role-playing and fantasy reflects basic and perceived needs.
   b. Interest (age 11-12). Aspirations are formed from interests.
   c. Capacity (age 13-14). The individual begins to consider his abilities in relationship to job requirements and further training.
2. Exploration Stage (age 15-24 years). Vocational exploration, examination of self, role, tryouts, and realistic appraisal are attempted through limited occupational experiences in the growth stage. This stage is terminated after finding a suitable occupation. Substages of the exploration stage are:
   a. Tentative (age 15-19). Tentative choices are made and evaluated for realism at this time.
   b. Transition (age 18-21). Reality considerations are weighed more heavily as the youth enters professional training or the labor market.
   c. Trial (age 22-24). During this period, one or more beginning jobs are tried to determine suitability.
3. Establishment Stage (age 25-44). The productive years are characterized by efforts to become established in a seemingly appropriate field. There may be limited shifting in the early periods of the establishment stage. Substages of this stage are:
   a. Trial (age 25-30). Limited shifting to allow for adjustment may occur within a kind of work or between unrelated jobs.
   b. Stabilization (age 31-44). Stability occurs with realization of a satisfactory adjustment to a kind of work. The tendency in the stabilization substage is to make a secure place in the world of work and to contribute to society in a constructive manner. These years are the creative years for most persons.
4. Maintenance Stage (age 45-64). The concern at this stage is to hold on to the ground gained previously and to continue along an established career pattern.
5. Decline Stage (age 65 and older). The age of 65 has generally been considered the time of retirement from active work and frequently this period is marked by a reduction in mental and physical alertness. The decline stage varies considerably among individuals depending upon health conditions. The substages of this life stage are:

a. Deceleration (age 65-70 years). At this period of time, the pace of work slackens with the reduced capacities resulting in shifting of duties. Many persons develop interesting and sometimes profitable avocations or they enter part-time jobs to replace their full-time occupations.
b. Retirement (age 71 and older). The mental and physical conditions of the aged influences the extent of active participation which is possible in retirement. There are great variations from person to person, but complete cessation of work comes in due course. For some, retirement may be pleasant, others may experience illness, and finally for all with the coming of death. (40:40-41)

Most vocational choice theories tend to support the model proposed by Super and Overstreet. It must be understood that considerable variation exists in the normal developmental behavior, consequently, behavior which does not follow the model proposed may not necessarily be abnormal for individuals having different characteristics from those described.

It was concluded by Super and Overstreet (40) that an introduction to the world of work should not come later than the ninth grade level and perhaps occupational information should be initiated in elementary and junior high school. Samuel H. Osipow (28:229) stated that of all the theorists, only Super has written extensively about how career development may be converted if it has gone astray or how it might be facilitated in the normally developing individual.

> Given Super's emphasis on the total life span, it is not surprising that he has devoted attention to the applications of career development theory to practice. The vocational developmental tasks enumerated by Super point the way to programmatic and individual approaches to correct and facilitate career development. According to Super, specific programs for adolescents should expose then to the necessary information for making the decisions required of them at that stage of development in order to avoid future errors or to correct past decisions. All through the life cycle, programs may be developed to enable people to make these decisions on a sounder basis. (28:229)

R. W. Tyler states that the education required for occupational competence involves much more than training in specific skills.

> It begins in early childhood and continues throughout active occupational life. Its objectives include: increasing understanding of the world of work, knowledge of vocational opportunities, development of basic literary and work habits, development of ability to plan a career, development of specific occupationsl skills as needed. Occupational education is a core of responsibility of the schools when viewed in this larger context, but as such it should emphasize individual flexibility, broad general education, competence in career planning and in developing more specific skills as needed. (74:34-36)

Walter L. Slocum, Professor of Sociology at Washington State University implies that planning an occupational career is not simple or an easily disposed of decision.

> Occupational decisions are made and remade before entering the workd of work as well as during the individual's entire time in the work force: many factors must be considered in order to make sound decisions. Thus career planning deserves early attention and continuing careful consideration throughout a person's work life.
>
> The increasing complexity of modern occupations, together with the necessity of early choice and the subsequent preparation for the elite occupations emphasizes the need for counseling services for adolescents. Most secondary schools and institutions of higher learning recognize this and provide some counseling services. Vocational counseling may be classified as an emerging profession. (35:224)

Professor Slocum further states:

> A fully rational occupational choice is one that is arrived at on the basis of a systematic and objective evaluation of such factors as personal aptitudes and capacities, values and interests and the prospective rewards and disadvantages associated with various occupational fields and occupational roles...(35:208)
>
> As yet, we cannot feed a set of data into a computer and come out with a career plan. We may never be able to do it, so the crucial decisions must be made by each individual for himself. (35:282)

Herrand Cramer summarizes the various approaches to vocational devemopment as follows:

> Vocational development is described as a process shaped by an interplay of self-references; self-knowledge; knowledge about training; and educational and occupational opportunities; as well as by genetic and early childhood influences; evolving personality styles; and patterns of traits which individuals express cognitively and psychologically in their choice of behavior and vocational identity. The collective finding of these descriptions of vocational development is that like all human behavior it is complex and is part of the total fabric of personality development.
>
> Whatever the process of vocational decision making, it is clear that vocational choice involves a series of mini-decisions made over a relatively long period of time. If systematic assistance in making these decisions can be provided in the schools, the likelihood seems to be increased that the decisions will be "good"-that is, in terms of outcome or in terms of what appears appropriate for the chooser.
>
> The factors that enter into a vocational decision and the process by which that decision is made is highly complex. Content and process are intricately related. (13:55)

Ginzberg and his colleagues proposed that vocational choice is a developmental process which spans the years from late childhood to early adulthood when the individual enters the world-of-work. They divided the process into three periods, each of which was characterized by the factor that was paramount in decision-making during a given stage of career development. First comes the Fantasy period, in which the desire to be grown-up largely determines the child's choices; next is the Tentative period, in which choices are based successively upon a consideration of the adolescent's interests, capacities, and values; finally there is the Realistic period, in which there is an increasing cognizance of the limits of choice and a progressive

narrowing down of feasible career options until one is specified and implemented. (12)

Atherton and Mumphrey emphasized the importance of selecting an appropriate career:

> No one is completely happy unless he is reasonably well satisfied with himself, so that the quest for tranquility must of necessity begin with self-examination. One is not and should not always be content with what he discovers in his scrutiny. Upon this searching self-analysis depends the discovery of those qualities, abilities and skills which make each individual unique, and whose development alone can bring total satisfaction.
>
> Finding the right career, obtaining the appropriate training, and knowing how to work effectively with others, are primary objectives sought by young people. The effective attainment of these objectives is becoming increasingly difficult. The difficulty experienced in selecting a career and attaining the kind of training appropriate for that occupational choice, demands information about careers which make it possible for each person to compete favorably with his peers. (1:28)

Some educators see a greatly expanded role for vocational and career education. In fact, some envision preparation for careers as the central focus of the curriculum. It is believed that the general curriculum of the secondary schools is no longer suitable for today's young people and that the schools should gear their curricula to the career concept starting in the elementary school years and continuing through post-secondary education and throughout adulthood.

Sidney P. Marland, Jr., former U. S. Commissioner of Education, explains why he believes that the general education program has failed. He believes that it failed because it had no real goals, that it does not prepare students for a job nor does it prepare them for higher education. He states that general education seems to be education for its own sake -- or "because it's the law." He explains that education is a joining process of teaching and learning, and it works only when

it is conducted for a purpose on the part of the learner, as well as the teacher.

Mr. Marland believes that all education must have a defined stated purpose. He contends that the purpose of elementary and secondary education in the United States is to prepare all students as well developed people to enter successfully either a job or some form of post-secondary education as soon as they leave the elementary-secondary educational system. He emphasizes that the overall goal of education is to develop citizens who function well in society. (135)

Edwin L. Herr, Professor of Education and Chairman of Graduate Programs in Counselor Education, Pennsylvania State University in summarizing the historical, philosophical and conceptual antecedents to Career Education pointed out in his summary that virtually every concept which is presently embodied in Career Education has been advocated at some point in American education. Most of the elements of Career Education have their roots in the early efforts to embody industrial education, and that vocational education and vocational guidance has largely been precipitated by economic and industrial needs rather than personal or individual needs. (54:4)

Vocational education has been called "the bridge between man and his work." Herr contends that such an appellation must come to describe to a greater degree the total educational process, not just a segment of it.

> If any part of education (or all of it) is to deserve this label by bringing into the lives of individual students the complex of experiences necessary to bridge education and work, more than narrowly defined job training is involved. This very specificity of trade or job training is what has led to cries of obsolescence in vocational education and of unresponsiveness to the dynamics of the occupations structure. (54:5)

Probably the more common name for such programs of work-study is cooperative vocational education. A specific definition of such programs is provided by the National Conference on Cooperative Vocational Education:

> A cooperative work-study program of vocational education for persons, who, through a cooperative arrangement between the school and employers receive instruction, including required academic courses and related vocational instruction, by the alternation of study in school with a job in any occupational field, but these two experiences must be supervised by the school and employers so that each contributes to the periods and school attendance may be on alternate half-days, weeks, or other periods of time in fulfilling the cooperative vocational education work-study program. (54:6)

Profesor Evans points out that the current school program actually discourages decision making by students:

> Each year of school is designed to prepare for the next, the curriculum is largely predetermined, and the only real decision in school is the decision of whether to meet the school's expectations. Even here, the full force of society is marshaled to force compliance. (143:53)

Malcolm R. Lovell, Assistant Secretary of Labor for Manpower, in a speech made to the American Vocational Association said: "An enormous toll of wasted time, energy, and money is being paid by every American as the result of failure to organize our system of public education so it adequately serves those not going to college." (132:26)

In discussing the Psycho-Social foundation for career education, Heilman and Holdhammer see a step toward a solution to many of the problems and difficulties in today's society and schools:

> No stronger motivation exists in any culture than to "belong." Whether this is interpreted as love, as expressed by a parent, or as the socialization process of belonging to a larger group makes little difference at this point. The fact remains that throughout all our lives, we seek identification and belongingness.

> Identity is first achieved by recognition of one's self; one's name, what one looks like, what is unique, who he is. However, our culture demands more. To be identified beyond this immediate point one must have a place in life, and that place is usually identified by the work we do.
>
> If we indeed view ourselves through how other perceive us, then the work we do, the family patterns we have, the civic functions we perform, and our leisure time activities reflect directly on us, and what we see determines our identity and to what degree we feel we belong. The results either raise or lower our self-esteem and our degree of self-fulfillment. (121:62)

Heilman and Goldhammer indicate that a significant percentage of students graduate from high school not knowing what they want to do or can do:

> Many youny people delay their decisions by going to college goal-less or enter the armed services consciously or unconsciously hoping for some direction. Others attempt to find employment, all too often without success or without fulfillment. (121:65)

A rationale for change as presented by Hoyt and Woolard:

> Two basic roots exist in the rationale for the kind of changes called for by career education. One of these roots is to be found in the large society. The second is found within the educational system itself.
>
> In the larger society the call for career education stems basically for recognition of the ever-increasing societal problems brought about by the relative loss of some form of the work ethic as a total and viable personal value.
>
> Within the public educational system a large amount of criticism is currently being directed toward our elementary and secondary schools. Employers complain that we are sending them applicants who cannot read, write, communicate orally, or handle basic mathematical concepts at a level required for successful performance in today's labor market. (57:2)

One of the cries of the U. S. Office of Education for career education is based on national statistics showing almost 80 per cent of secondary school students enrolled in either a college preparatory

or a general educational curriculum designed to ready them for college attendance, while fewer than 20 per cent of jobs in the 1970-80 period are expected to call for a college degree. Hoyt and Woolard suggest that something may be seriously wrong with our system of secondary education.

In spite of all our efforts, nearly one student in four who enters the ninth grade fails to graduate from high school. Many who drop out do so because they can see nothing appealing about the courses available to them in the high school they attend. Of those who do stay to graduate, there are many who do so for reasons unrelated to a basic interest in or liking for what they are asked to do in the secondary school classroom. Someone told them they needed a high school diploma, many remain almost completely unconvinced of the need to learn the substantive content they are asked to assimilate in the process of acquiring that diploma. Then they fail to learn that content, we still give them the diploma--and no one is happy with the products that result. (57:2)

Kenneth B. Hoyt coined the following definition of career education:

> A comprehensive education program focused on careers beginning grade one or earlier and continuing throughout the adult years. It is designed to acquaint students with the world of work and to prepare them for entering and advancing in chosen careers. Students are given information about jobs and are also helped in developing attitudes about the personal, psychological, social, and economic significance of work. (57:2)

This definition also appears in the official USOE publication "Career Education: A Handbook for Implementation." (79) According to

Hoyt some problems encountered in implementing career education in the senior high school are:

> The presence of both "vocational education" and "academic education" in the comprehensive senior high school may have caused some of the so-called "academic" faculty to feel that their primary reason for being there has little, if anything, to do with preparing students for the world of work. When career education presents itself as education designed to prepare students for making a living, it is not surprising that some of the "academic" faculty react by contending that this is not why they are employed. It is important for such faculty members to recognize that most, if not all of the college-bound students, are, in reality, preparing themselves for work. (57:3)

Marvin F. Feldman, member of the National Advisory Council on Vocational Education, in a speech made at PAR's 1973 conference emphasized:

> ...that the old distinctions which have crippled our educational efforts should be forever laid aside and a new unity of purpose be expressed by a new universal term called "career education."
>
> Right now we have a bewildering variety of designations in the educational system, but the principal ones are these: college preparatory education, vocational education, and general education.
>
> These terms have come to suggest choices which need not be made, distinctions which have no meaning, divisions in what is really indivisible, and conflicts where none exist.
>
> Our thoughts and our practice about education should be at least integrated and the results of this integration should be called "career education." (115:8)

Commissioner Marland in an opinion concerning the goals of education stated:

> Reduced to its least common denominator, the goal of vocational and technical education is wonderfully simple. It is to educate students for specific types of work.

> Academic programs in high schools also have a simple goal when reduced to least common denominators: to prepare students to enter institutions of higher learning.
>
> The majority of students, however, do not prepare for particular jobs requiring training skills training, and they are not truly and systematically preparing for higher education, though some may drift in that direction. They are the students in the course which we customarily label "general education." (135:34-38)

Lowell A. Burkett, executive director of the American Vocational Association, states his opinion on how Vocational-Technical Education fits into the grand design of Career Education.

> In some quarters, Vocational-Technical Education is synonymous with Career Education, and nothing could be further from the truth.
>
> While vocational-technical education is an important part of career education, it is only a part of the total career education system.
>
> Under the career education concept, the vocational-technical training programs require the support of the total system since the system will need the specific skills training programs to produce individuals who can enter the job market.
>
> An underlying concept of the role of vocational-technical education in career education is that everyone, at every reasonable level, will attain a degree of occupational skill, whether or not that skill represents the ultimate aspirations of the student. Conceivably, someone who drops out of school before completing secondary education will at least have some short cut towards a career. In similar fashion, an adult who wishes to change positions or occupations may return for further training or retraining.
>
> Starting early in life with career education, a student will be able to begin having positive and realistic attitudes towards work, have experience with and exposure to a variety of job fields to which he or she is suited, and have special incentives to achieve at a higher level throughout the career education experience.
>
> As part of the total system, the services of vocational-technical education are then to assist in the development of the career education concept. (100:81)

Professor Evans explains the role of Vocational-Technical training in the concept of career education:

> When the concept of career education began to take form, there was considerable confusion over the role of preparation for work in such an educational plan. Some vocational educators have assumed that specific preparation for work constitutes nearly the whole of career education. Contrariwise, some general educators appear to have assumed that when career education is implemented fully, vocational education will become passe' and that preparation for work will no longer be the responsibility of the schools. Neither position seems defensible.
>
> ...Clearly, vocational education in high schools and community colleges is a vital ingredient in career education, and must be expanded in scope so that every student who needs it and wants it can have access to high quality vocational education in the field for which he or she wishes to prepare. (114:57)

Grant Venn, Callaway Professor of Education at Georgia State University in Atlanta, presents career education as an entirely new concept in American education. He reviews its development and growth and gives reasons why our educational system is criticized:

> A little more than 10 years ago, no voice was heard criticizing or praising career education. The situation is different now. The role and objectives of our educational system are questioned and criticized because social and economic forces have demanded a change in perspective and attitude.
>
> Changing conditions in our society have created an entirely new environment: new aspirations, new jobs, new careers, and new national objectives. In fact, things have changed so much that Sylvia Porter, the well known economist and finance columnist wrote: 'Of all education programs we have, vocational education may hold the most glittering surprises for us.' She wrote this shortly after the 1968 vocational amendments were passed by Congress, greatly expanding the scope and objectives of the old vocational programs and, in fact, becoming the basic concept for career education.
>
> This legislation was opposed by vocational educators as being too broad and non-skill developing. It was opposed by the academic purists as being too vocational

> and anti-academic. The 1972 amendments recently passed by Congress broaden the purposes further and move toward a career education concept. (157:11)

Professor Venn declares that career education, in its total application, is one of today's truly new concepts:

> Career education is not a program, a course, a method, or a specific educational reform that will save education or solve all its problems. It is a concept, an approach to learning that represents expanded options for youth in school and renewal opportunities for those who have stopped school or are employed. It is a way to provide actual experience in real life situations, relating education to our future careers and offering motivation for learning in school while developing skills which are salable. (157:12)

Career education is the new mainstream of education reform. It is an area of opportunity in education that must be developed if we are to meet the needs of all our young people.

U. S. Commissioner of Education, Sidney P. Marland, Jr., and his office are currently putting emphasis and financial support into eliminating General Education in the American high school and substituting career education. Career education is referred to as the merging of things academic with things vocational; it is not part of a program, it is the program. The career development inherent in career education does not emphasize skills, but it does emphasize the capacity of people "to sustain and accelerate the pace of progress in this country in every respect during a lifetime of learning and nothing less." (136:189)

Forces both outside and within education have combined to create the current demand for a career education emphasis. While some people may resent and resist such compulsions, there is no doubt of their existence. Professor Hoyt deemed it desirable to specify these influences as clearly as possible:

> Within the broader society, the general condition creating a demand for career education can be identified as a steady but persistent erosion of the work ethic in the United States of America. Results of this erosion are seen in the current high unemployment rate; in the steadily growing gap between youth and adult unemployment rates which, from 1960 to the present time, have grown from a ratio of 2:1 to almost 5:1 and are still rising; in the ever increasing cost of welfare payments that must be provided for the unemployed; in the continued presence of a condition where the cost of producing goods and services is rising at a rate approximately four times as great as the actual rise in production itself; in the spectacular failure of remedial manpower programs to reduce the number of job seekers who lack job skills required in today's occupational society; in the rapid rate at which other nations in the world are gaining on the United States as producers and suppliers of goods and services in the world market; and in the demand to find and reward new kinds of work values and work motivation in the post-industrial society in which we live. (127:27)

Professor Hoyt continues:

> These kinds of educational conditions have surely been factors in the record number of school bond issues that have failed in the last few years, and in the growing amount of criticism being leveled at education and at educators at all levels of education. Many of those who now criticize are claiming that comprehensive career education programs can help correct each of these conditions. Whether or not they are right remains to be seen. (127:28)

Harold Howe, II, Vice President of the Division of Education and Research in the Ford Foundation believes that career education should be supported particularly for secondary school youth. He explains:

> As I see it, the concept of career education should be supported by the professional educational establishments of this country. Particularly for secondary school youth it holds the hope of helping to make their educational experience more useful for young people. Also, contained within it, as it is increasingly defined and particularized, are elements that could bring about very useful institutional reforms in the schools. (125:40)

No national consensus exists among leaders in career education about the definition of career education. The definition that has

received the most national publicity is the one in the USOE publication Career Education: A Handbook for Implementation. It reads:

> Career education is the total effort of public education and the community aimed at helping all individuals become familiar with the values of a work-oriented society, to integrate those values into their personal value structure, and to implement those values in such a way that work becomes possible, meaningful, and satisfying to each individual. (127:23)

Among the more important of the basic concepts implied in this definition as listed by Kenneth B. Hoyt, professor of education at the University of Maryland, are the following:

> . 'Public education' means education available to the public and from which the public may choose. Thus, career education speaks to all educational settings, not just the K-12 public school system.
>
> . Career education involves an active partnership between education and the community. It is not something the schools can be expected to do by themselves.
>
> . Career education concerns itself with education as preparation for making a living. This, obviously, is only part of the broader goal of preparation for all of living. Career education is not all education, but only one of a number of worthy educational goals.
>
> . The objectives of career education are to help all individuals want to work, acquire work skills, and find employment.
>
> . The goals of career education are to make work possible, meaningful, and satisfying to each individual. This will demand new ways of viewing work values over and beyond the classic Protestant work ethic. (127:23)

Five components of career education are pictured in the USOE official handbook on career education. Professor Hoyt specified the nature and basic rationale for each.

The first component consists of the efforts of all classroom teachers at all levels to emphasize the career implications of the substantive content they seek to help students learn.

Mr. Hoyt summarizes the second component. Through this reasoning, it is hoped that we can eliminate the false notion that only a part of the school called "vocational education: prepares students for work while the remainder of the school exists for other purposes. More importantly, we hope to eliminate a second false perception that pictures only vocational education students as ones preparing to work. Education as preparation for work must become a major goal of all who teach and of all who learn. This, of course, does not mean that the goal must be one of providing students, by the conclusion of any given course, with immediately marketable job skills.

The third component consists of efforts of the business-labor-industrial community to participate in career education. This is pictured, in part, as providing observational, work experience, and work study opportunities for students and for those who educate students--for teachers, counselors, supervisors, and school administrators.

The fourth component of career education consists of career development programs that begin no later than kindergarten and continue through all of adult education. Career education, with career development, is simply "brainwashing" and could be supported by no person who truly cares about his fellow human beings.

The fifth component of career education consists of activities carried out within the home and family structure. This component recognizes both the right and the responsibility of parents to care about and to influence attitudes their children develop towards work, towards education, and towards the relationship existing between work and education. It sees the home as a place where both work values and the dignity of all honest work can be taught.

The success of career education is seen as equally dependent on each of its five major components. Elements of each component have been present in American education for many years. Career education asks that all elements and all components now be put together in a comprehensive career education package that will truly make work possible, meaningful, and satisfying to each individual.

Sidney Marland, Jr. explains why the Office of Education refuses to define the term, career education, too precisely:

> Apart from the general notion that revolves around preparedness (for work, for leisure, for the manifold opportunities open to each of us, in truth, human fulfillment intellectually and occupationally) we have conscientiously avoided trying to lay down a precise definition for career education... (134:3)

Mr. Marland continues with his explanation by saying:

> Though it may sometimes not seem obvious, we in the federal government do recognize that education is basically a state and local responsibility and that career education, like any educational reform, will succeed only to the degree that state and local officials and supporters of the schools accept its worth and press for its adoption. That is why we have shunned any hard and fast definitions or limitations as to what the concept may ultimately be. We will continue to try to steer the career education notion, by giving it elbow room as much as funding.
>
> At times during the past two years I have wondered whether our message was getting through, as more and more people said, 'Tell us exactly what career education is so we can do it.' But, in my judgment, developing such a constraining definition at this point would be the best way to kill the whole idea. (134:9)

Dr. Gene Bottoms, Director, Division of Program and Staff Development, Georgia State Department of Education, in a speech made at PAR's conference presented his definition of career education:

> ...If the term 'Career' at least implies the individual has some kind of meaningful life pattern and some reason for being, then career education is an educational process which focuses upon helping an individual facilitate his achievement of his own life planning and fulfillment towards some definite kind of end.
>
> ...Some vocational educators and some general educators have maintained that career education is a new word for vocational education. Certainly job skill preparation has to be a part of any comprehensive kind of career education also includes personal and social adaptable skills necessary for the individual to direct his own career life in the midst of rapid change. (98:11)

Winston W. Riddick, Louisiana's former Executive Assistant State Superintendent of Education, in a speech made at PAR's 1973 conference on Government, gives the State Department of Education Concept of Career Education. It is:

> Career education guarantees to every student the opportunity to discover, decide, and develop his way of life. The charge is twofold: adults are responsible for the best educational system that Louisiana's resources can provide; students are responsible for relying on this education in the process of discovering, deciding, and developing their life cycle and style.

He continues to explain this concept:

> Career education concepts require maximum capitalization upon the interrelationships among the family, the community, the school and the occupational society. These concepts clearly require that we develop a system of education that places greater stress on strength of individualized instruction, educational innovation, continuous progress and greater utilization of the technological developments in educational media and instructional equipment. Career education clearly places emphasis on the creative teaching of the humanities. Let us not forget in our quest to provide jobs that the acquisition of the liberal arts is also included in our definition. Force the child to take music? Art? Literature? Political science? No more than we plan to force him to take welding, mechanics, or other vocational subjects. Our plan requires more creativity in the teaching of all subjects to guarantee that every child and adult will be stimulated and challenged in the pursuit of discovering, deciding, and developing his life cycle... (145:15)

Lowell A. Burkett, executive director of the American Vocational Association, discusses some of the recent social changes which have brought new attention and strengthened definitions of career education:

> There are as many definitions as there are educational philosophers. However, less important than the definitions and labels is the practical reality of what is expected of us and why.
>
> I suggest that career education has not emerged as an academic theory. Rather, it has come about as a distinct response to community and economic need, be it consciously or unconsciously expressed. Career education, by whatever other name or definition, is a sign of the changing times, and we in the education profession must keep up with that change.
>
> I believe the problem we face today is that we cannot divide education into two distinct worlds. Instead, there is one world or there are many worlds in one, according to your outlook, with the roles and elements of what was once called to teaching interminably mixed. (100:73)

Mr. Burkett firmly believes that everyone can do something--this is central to what he considers to be the concept of career education. He believes that what that something is can and should be discovered and nurtured early and enhanced and developed throughout a useful lifetime. He indicates that a lot of valuable time is being wasted in our schools and with it many lives. No one can be against maximum expansion of the mind to broaden horizons of learning, yet this cannot be done at the expense of failure to direct the mind toward the practical considerations of learning a livelihood. (100:79)

Ivan Berg, in The Great Training Robbery, pinpointed the massive problems of misdirected careers. He said a growing number of workers have more education than they need to perform their job well; salaries are not necessarily closely related to education; employee productivity does not vary systematically with years of formal education. (3)

Professor Evans contends that it is not enough to be able to describe typical patterns of careers which exist today. He states that by any standard, many careers are unsatisfactory to the individual, and many careers contribute little to the goal of society. He implies that such careers are not the goal of career education, rather, the goal is the development of ideal careers. He defines what he means by ideal career:

> From the standpoint of the individual, an ideal career may be defined as a succession of work experiences, each of which is personally more satisfying than the one which precedes it. Such an ideal career is much more likely to be reached if it has a firm base in career education; if the student, whether youth or adult, learns that satisfactions are built on more than immediate earnings; if the student learns more and more about his or her interests and capabilities in relationship to the needs of society, and if he or she is taught that there are preferred ways of securing and evaluating jobs.
>
> Career choices involves some of the most important decisions of a person's life. It does much to determine his standard of living and, even more importantly, his style of life and much of his happiness. A decision as important as this should not be left to chance or have no base in education. Adequate career development demands a series of choices, extending over a period of time, and education has a vital role to play in facilitating these decisions and enabling them to be made on a more rational basis. (114:54)

The general reaction to career education throughout the United States has been favorable since Sidney Marland first broached the idea at the National Association of Secondary School Principal's Convention in Houston in January, 1971. Mr. Marland is the first to admit that there have been some dissenters:

> While the general reaction to career education has been favorable since I broached it at the NASSP Convention in Houston in January, 1971, there have been dissenters. Those who oppose the idea do so, because they are apprehensive as to just what I have in mind and consequently

> fear the worst. To some of them, I am the Archie Bunker of education, bent on the Death of Intellect in the West...(134:1)

Mr. Marland said that if there is a central message in our conception of career education, it is to cry out against this absurd partitioning of the house of education, this separation of subject from subject, of class from class, this false and destructive distinction between the liberal academic tradition on the one hand and the utilitarian-vocational tradition on the other. Our search for reform and for elevation of the world of work must not be translated into a know-nothing, indiscriminate anti-intellectualism. Much of what has been carefully reasoned and properly taught since ancient Greece and before must be preserved. But much must be constantly re-examined for its usefulness in equipping well-developed people. (134)

Dr. Martin D. Woodin, President, Louisiana State University, in a speech made at PAR's conference in 1973 remarked that:

> ...For many years few people in academic circles would dare to mention learning and earning in the same breath. There was a time honored understanding among scholars and educational purists that education should be pursued merely for the sake of learning, and that any fringe benefits that happened to accrue in the process were just that--fringe benefits.
>
> In this final one-third of the 20th century, that concept has become totally obsolete. It is a dubious luxury that the modern world can ill afford. This is not to say that learning simply for the sake of learning is no longer an acceptable goal. But increasing numbers of people--in fact, most people--must regard education as a necessary mean to an end--essential to getting a job, developing one's native abilities, and contributing to society in an important and meaningful way.
>
> Regardless of whatever emphasis Louisiana places on career education in the years ahead, regardless of the kind of programs that eventually evolve, a college or university education will not diminish in importance. It will still remain a vital and worthy goal for a percentage of our citizens. (160:18)

Even the most rabid critics of career education cannot deny its current popularity. Evidence of this is seen in the high priority assigned to it by Mr. Marland and in the willingness of USOE to back up its verbal support with millions of dollars earmarked for career education efforts. Professor Holt gives an overall view of the acceptance of career education.

> Support for career education is certainly not confined to the Office of Education. Grant Venn of Georgia State University reports that all states but one have reported plans for at least one statewide conference on career education with several states planning Governor's Conferences on this topic. It has been estimated that a minimum of 25,000 key individuals, both educators and non-educators, will attend these conferences. Several states have designated career education as among the top priorities of the state board of education. President Nixon endorsed career education in his 1972 State Of The Union message to Congress.
>
> In addition, career education has been endorsed and supported by such diverse national groups as the U. S. Chamber of Commerce, the American Association of Junior Colleges, the American Association of State Colleges and Universities, the National Advisory Council of Vocational Education, the Council of Chief State School Officers, the American Association of School Administrators, the American Vocational Association, and the National Association of Secondary School Principals. No large national organization, either within or outside of education, has, to date, taken any formal position in opposition to career education. (127:28)

In fact, Harold Howe II expressed concern about the acceptance of the career educational concept:

> I would feel considerably better about the potentiality of the concept if it had found some good, solid opposition in this group (chief state school officers) as have other ideas about new educational endeavors.... But here comes a broad, new concept that, if followed to its logical conclusion, would revolutionize curriculum, require expensive retraining of teachers, incur the wrath of traditionally minded parents of college-bound youngsters, reawaken the basic education boys who were so vocal in the Rickover period, arouse the suspicions

> of minority groups, and generally make the lives of school superintendents and chief state school officers who seriously pursue it vastly more complex than they already are. Career education, if acted upon vigorously, will cost more money and disturb more people than you and I can imagine. (125:45)

Mr. Howe has some other reservations about the concepts of career education. One of these is simply that the concept is so general that it runs the danger of being watered down into a mass of lip-service activity that brings about no fundamental change in the school. (125:45)

Miller and Tiedeman believe that career education is at a crossroads. They have this to say:

> ...It can become merely an enlarged means for fulfilling the current purpose for vocational education. On the other hand, it can become an advanced means of understanding self in relation to life and work accompanying a serious effort to provide occupational competence for immediate employment upon graduation as well.
>
> The hierarchical restructuring of vocational education with the modern concept of vocational guidance can move vocational education in the direction suggested by the Commissioner, toward renewal rather than mere expansion. The result will be a merging of things vocational and things academic into a comprehensive and universal concept of career education. (140:4)

Guidance services are vital in assisting the individual student in self understanding, in educational and vocational planning, and in personal and social development. Dr. Ginzberg gives a brief history of guidance:

> Guidance is a young profession, only a little more than 60 years old. During its brief existence it has undergone several major changes in orientation. It began by helping low-income youngsters--most of them were no more than 14 years old--to find jobs after they left school. That was in 1908. In the thirties, guidance attempted "to match men and jobs" by assessing the aptitudes of unemployed people in the light of skill requirements for specific jobs.

> In the fifties, the profession adopted a psychological development approach. The whole person--his attitudes, feelings, and aspirations--became the center of concern. The guidance counselor, in effect, became a kind of therapist. No longer was his chief concern primarily a vocational one. The net effect of this change has been that today guidance has an exaggerated and unrealizable ambition: to add significantly to human happiness in what, for most clients, amounts to only a few hours of counseling.
>
> A study of career guidance is provided at thousands of sites and in many different kinds of settings. Its practitioners have widely varying educational backgrounds. The potential clientele is in all races and ethnic groups, income levels, parts of the country, age brackets, and stages of career development. (117:3)

Atherton and Mumphrey stress the importance of guidance and point out some of the problems counselors have in assisting the students in planning their educational programs:

> The individual must be constantly aware of his strengths and weaknesses. He must prepare himself academically and vocationally for his life's work. Counselors at the secondary and college levels are very helpful in assisting the student to assess his academic and vocational strengths.
>
> The task of assisting the youngster becomes increasingly difficult because parents often expect their children to be interested in the profession or occupation which currently identifies the family. Parents fail to recognize that their children may be completely different from them in academic and vocational interests. This further complicates the task of the counselor, for he must overcome this obstacle before information about probable careers becomes meaningful to the individual. (1:29)

Atherton and Mumphrey indicate that students are inclined to want to enjoy their secondary school days and thereby delay a decision on career selection until later. They emphasize that this is erroneous, for adequate academic preparation is vital in making sound judgment in selection an occupation. They recommend from the beginning of the

primary, elementary, secondary, and college level programs, emphasis should be given to provide occupational and career information to students. (1:30)

The counselor services, according to Atherton and Mumphrey, can significantly enhance appropriate career selection:

> The services of a trained counselor are invaluable in assisting the individual to assess properly his academic and vocational strengths. By the use of the personal interview, tests, bulletin boards, basic occupation information, and news releases, the counselor can significantly enhance appropriate career selection in secondary schools and colleges.
>
> By virtue of his training and experience, the counselor can recognize and assess certain discernible characteristics and skills about the individual which would be an asset to him in a chosen field of endeavor. The results of tests, achievement and special aptitude, will help to ascertain and lend significance to interest areas expressed by the student. (1:31)

In the recently completed 3-year study of guidance by the Conservation of Human Resources Project at Columbia University, Dr. Ginzberg set out to learn how guidance functions and how well it meets society's needs. The study covered the practitioners, the institutional frameworks in which they worked, and the rate of guidance in career decision making. In his article, "A Critical Look at Career Guidance," he made these observations:

> Today most guidance counseling takes place in junior and senior high schools. At these sites, counseling centers primarily on helping students make 'life adjustments' and achieving emotional maturity. High school counselors, of course, also spend time helping seniors decide on a suitable college and fill out the necessary applications.
>
> ...Generally, the guidance profession also places disproportionate stress on tests and other instruments such as interest inventories in helping individuals learn about their aptitudes, interests, and values,

and the relationship of these factors to different occupational fields...More than ever before, our society needs strong career guidance services. (117:4)

Ginzberg continues:

From the time the young child enters kindergarten until he graduates from high school he is constantly assessed. But the assessment has less to do with who he is and who he might become than with how well he does on the assignments that the school sets. Moreover, in his later years in the school system he is likely to receive little help in increasing his understanding of the past high school educational and training institutions and of the labor market. He will receive even less help in putting the two bodies of information together.

Guidance personnel usually play a major role in these assessment procedures although they offer little help to the student in clarifying his career plans. (11:173)

Ginzberg gives his rationale for career guidance:

We believe that there is a rationale for guidance services which derives from more modest aspirations than the practitioners in the field has enunciated. Guidance, like education, has been caught up in its own rhetoric for so long that it balks at anything less than remaking man and society. We prefer to resent a limited set of challenges to guidance which if effectively met, would justify not only the present level of social investment but a larger one.

These are our premises:

*Everybody is confronted repeatedly with the need to make decisions with respect to education and work. These decisions can be facilitated if people have relevant information about the shorter and longer consequences of alternative choice.

*Better decision-making with respect to career development also requires the clarification of goals, the development of plans, and then implementation.

*People need help in learning to negotiate complex and changing institutions--the educational system, the Armed Forces, the labor market.

> *While informal advisers such as one's peers and especially one's family help young people to define their goals and initiate them in the ways of the institutions of our society, they frequently do not have important information or objectivity. (11:270)

The case of career guidance is embedded in the foregoing propositions. Ginzberg implies that:

> The priority claim for career guidance implies a shift in focus and resources away from certain objectives that have won adherents in years past. In the first instance, it means that school counselors can be concerned but cannot alone deal with all the developmental problems that young people are likely to encounter, from conflicts with parents to experimentation with drugs... But if guidance counselors are to develop competence they cannot at one and the same time be informed sources of career information and assistance and continue to serve as psycotherapists or administrators... Guidance personnel must become more informed about work and about the pathways into them. This is, or should be, their unique role. (11:271)

Jones, et al., in their final report of a project which developed and field tested elements of an individualized guidance system for junior and senior high school students called the Comprehensive Career Guidance System recommends that:

> Guidance programs should help youth both to develop personal problem-solving skills for the process of careers (i.e., life) choice and development and to actually make tentative 'career' choices. Such programs should prepare youth for participating in personal goal selection as well as for self-management of behavior toward achieving personal goals. (60)

This system's definitions of guidance and counseling contrast with traditional use of these terms. They define guidance as:

> 'Guidance' is the generic term. It includes instructional, counseling, evaluation, and support procedures based on Youth Career planning and development needs. 'Guidance' signifies the total content and personal problem--solving process of programs aimed

> at helping students develop and protect their individuality and potential. This process aims at helping 'each student be a problem solver.' (Planner, decision maker, implementer) in each career area. On the other hand, 'counseling' is an interpersonal procedure providing one alternative for helping youth achieve guidance-related objectives. Here, counseling personnel (i.e., counselors, teachers, paraprofessionals, school psychologists, etc.) interact with students individually or in groups in order to facilitate youth career planning and development. (60)

The concept of career encompasses a variety of possible patterns of personal choice related to each individual's total life style. The content of (CCGS) programs assists youth to set life or "career" goals in occupations, education, personal and social behavior, learning how to learn, social responsibility (i.e., citizenship) development, and leisure time activities. This broad definition of "career" leads to a concept of career education which encompasses all areas of youth development. (60)

Crites stresses the interrelationship between career maturity and career education, and points out that the research on career maturity can provide the concepts and tools which career education requires to conceive and evaluate curricular and training programs. He states:

> The obvious interface between career maturity and career education should be explicated and emphasized. The career behaviors which have been found to mature during late childhood, adolescence, and early adulthood are the very ones which are the proposed outcomes of career education. Theory and research on career maturity can contribute to the concepts and measures needed by career education to conceive and evaluate curricular and training programs; and, conversely, career education can expose young people to the experiences they need to enhance and facilitate their career maturity. Together, a career maturity and career education represent a synthesis of principles and procedures which should benefit the individual and society alike. (107:2)

These changes emphasize that trends in occupation and industry growth necessitate continued adjustments in career decisions.

Herr and Cramer point out the diversity that can be found among the consumers of vocational guidance:

> The consumers of vocational guidance in the schools are indeed a heterogeneous group. Their diversity extends along many dimensions. They range from elementary religions, ethnic groups, and socioeconomic classes. They represent all levels of aptitudes, interests, values, and aspirations, as well as all personality dimensions.
>
> The dispersion of abilities, the great variability in knowledge and values, and the magnitude of these differences are startling.
>
> Diversity can be found in the occupational aspirations of these students and in the weightings they assign to variables, such as age, physical limitations, sex, ability, and aptitudes; perceived interpersonal relationships; general social and cultural factors; reference group values; work experience; occupational information; economic factors; and school experience. (13:84)

They further state:

> Perhaps one of the most fruitful efforts of the school counselor will be his work in direct collaboration with vocational educators to reshape both the image and the substance of their disciplines. (13:197)

In 1960 Project Talent surveyed the interest, information, abilities, and background of more than 400,000 students in a random sample of all of the secondary schools in the United States. Flanagan, in analyzing the results of the 1960 survey inferred there was a very substantial lack of realism with respect to career plans:

> Career guidance viewed from the broader perspective of life planning is a central problem for all young people... This task is to help students to understand and appreciate their unique talents; to assess their personal values, interests, and needs; to understand the opportunities available for meeting these needs and the information and abilities required

> by them; to make decisions and plans on the basis of adequate information; and to manage their activities and efforts so as to achieve their personal goals and a fully satisfying quality of life. (165:3)

The National Advisory Council on Vocational Education was created by Congress through the Vocational Education Amendments of 1968. It is composed of 21 persons, appointed by the President, from diverse backgrounds in labor, management and education. It is charged by law to advise the Commissioner of Education concerning the operation of vocational education programs, make recommendations concerning such programs, and make annual reports to the Secretary of Health, Education, and Welfare for transmittal to Congress. The Sixth Report (80) contains recommendations for improvement of Counseling and Guidance Services which the council feels are not keeping up with the latest developments in the educational system. Expanded counselor attention is needed in vocational education and the increasing variety of new career opportunities which do not require a four-year college degree. This report is the result of numerous hearings and meetings conducted over a one-year period by the Council's Committee on Counseling and Guidance.

Mr. Davenport, Chairman of the National Advisory Council on Vocational Education reported that the National Advisory Council found that most school counselors are academically oriented and interested mainly in guiding academically able students toward college. He concedes academic guidance is one valid function of counselors, but it should not be their exclusive concern. According to Mr. Davenport, most secondary students do not go on to college and would benefit from counseling on post-secondary vocational and technical education opportunities. Unfortunately, most counselors ignore their responsibilities toward

these students and know very little about vocational courses or the jobs they lead to. (109:11)

Although school counselors themselves must bear most of the responsibility for these failures, the Council report points out that there are others who share the blame--among them are:

> ...school administrators who downgrade the need for professional counseling and assign counselors to other duties; parents who pressure their children's counselors into pursuing the idea of college attendance to the exclusion of any alternatives; educational institutions that require future counselors to take only one occupational guidance course; the business community that fails to provide school counselors with adequate information on work opportunities; manpower experts who fail to disseminate adequate information to counselors on training programs and on the earnings of program graduates and labor unions that fail to build close relationships with educational institutions. (109:11)

Mr. Davenport indicates that career-oriented programs have a high placement rate:

> During fiscal year 1969, about 63 per cent of the persons completing secondary vocational education programs were available for placement. Of these, nearly 77 per cent were employed in training-related jobs, 14 per cent in unrelated jobs, and nearly 4 per cent in part-time jobs. Slightly more than 5 per cent were unemployed (at that time the unemployment rate for 18 year olds was 12.5 per cent).
>
> Among those who were not available for placement at the end of vocational training, about 70 per cent were continuing in school full time and another 18 per cent were in the armed forces. Obviously, vocational education is successfully preparing most of its students for work or further study. (109:12)

Mr. Davenport states that the career education movement now underway offers much hope that in the future more students will receive proper career guidance and training. The intent of career education is to assure that every student upon leaving school, either will be prepared

for higher education or will have the skills required for entry into a modern occupation. According to plans now taking shape, all students would participate in career education from kindergarten through grade 12. Emphasis in the early grades would be on developing awareness for the world of work while older children would explore career options in fields that interest them, then get the needed training for these careers in secondary, post-secondary vocational instruction or in college.

> ...Career education would not be a tracking system that puts the presumed sheep on one path and the presumed goats on another. All students would have both academic and occupational training...
>
> ...Moreover, under the career educational concept choices among all the options would be made by students not by teachers or administrators. (109:13)

In such a system, the needs would be great for quality guidance and counseling. Although the curriculum itself would fulfill some guidance functions by exposing students to various career possibilities, there still would be much demand for professional assistance as students wend their way through a host of career-bound decisions. Reforms are needed in counseling and guidance to meet both current demands and those inherent in a career education system. The National Advisory Council on Vocational Education recommends that:

> .Colleges require future counselors to take at least one introductory course in career education and do some on-site study of the business-labor community.
>
> .Career development programs be considered a major component of career education and provisions be made for training and employment opportunities for para-professionals to work under the supervision of professionally qualified counselors.

> .The counselor-pupil ratio in public schools be lowered and group guidance also be employed to provide quality counseling to all who need it.
>
> .State departments of education require all school counselors who work with students and prospective students of vocational education to get outside work experience.
>
> .Job placement and followup services be considered major parts of guidance programs.
>
> ...but progress in improving guidance is piecemeal and slow. Meanwhile 2.5 million youth leave school each year without the skills they need to realize their potential in the labor force... (109:14)

In 1971, in spite of the fact that nearly 2.5 million students left formal educational programs in the United States without adequate preparation for a career only about one high school student in six was enrolled in occupational preparation. In spite of projections which show that by the end of this decade, eight out of ten jobs in the United States will not require a baccalaureate degree, we have been producing more college graduates than there are jobs commensurate with their training. One of the goals of career education is to alleviate these inequities through better career selection, counseling and preparation. (80)

Career education must not only provide job information and skill development, but more importantly help students develop appropriate attitudes about the personal, psychological, social, and economic significance of work, which can be translated into realistic decision-making behaviors.

Career education increases the student's occupational options by giving him a better understanding of his own capabilities, and ways to identify appropriate routes required to accomplish career goals.

Mr. Marland pointed out that the high school was the likely arena for change:

> ...career education has particular application to the high school, which is, by all accounts, a troubled institution and the most likely arena of educational change for the balance of this decade. While there is dissatisfaction, frustration, and a readiness for change throughout all of education, the opportunities for reform are especially timely in high school. Here, for many young men and women, childhood ends and adulthood begins, including parenthood, the ballot, and the responsibilities of a job. (134:5)

Shook and Morgan stated that while career education will require revision of many segments of the on-going curriculum in the school, it should be an integral part of the current curriculum. The content may be taught as a separate course, but it has been determined that the more successful career education programs in terms of meeting their individual program goals are those which offer career education as an integral part of the entire curriculum. Accordingly, career education concepts should be incorporated into all areas of the curriculum, with particular attention to the academic as well as vocational areas. (72:7)

Schreiber and Black present guidelines and educational commitment to initiate career education:

> Each program of career education must be unique in that it is planned and structured to meet the needs of the student in its community. This is true even when the broad goals of career education are planned at the state structure for career education. Within the framework of the state structure for career education each local agency must plan a program to meet its own specific needs.
>
> It is beneficial to evaluate the existing system of education and to compare statistics on the number of recent college graduates with the number of students enrolled in a college preparatory course to do follow-up studies on recent high school graduates and to look at the drop-out rate, the community's employment statistics,

> and placement of high school graduates. These can help to determine the basic goals. A survey should also be made of the occupational opportunities of the community and the community needs. (71:11)

Frank B Carricato, principal of Winston Churchill High School in Potomac, Maryland, stresses the role of the principal in the development of the career education concept:

> Career education concepts are not new, but the program development across the nation does introduce many new elements not found in previous programs. The most significant of these elements is the effort to assist all students to participate in the school's career education opportunities. Such an effort will require significant changes in counseling approaches, curriculum development processes, and staff utilization practices. Changes of the magnitude required cannot occur spontaneously, since they require extensive coordination of efforts and resources. The school principal must have a total commitment to the career education concept if the necessary reordering of priorities is to take place. He must also assist the staff to develop the local program based upon the objective assessment of the school's needs and a reasoned commitment of its resources. (104:31)

Mr. Carricato presents necessary steps for the principal in developing a functional career education program:

> A principal who wishes to develop a functional career education program within his school must first analyze the school to determine its needs, and then he must develop a strategy for implementing the desired changes. (104:31)

Venn emphasized that the principal's concept of career education is of prime importance. His understanding of its development as it has related to societal changes and thus the new role of the school is fundamental if he is to respond wisely and effectively to the career education opportunity. He states that the school administrator, especially the principal, is the key to change:

> It is the principal who stands in the schoolhouse door, ready to open it to change and new options; lean against it; or, in some cases, to slam it shut and slide the bolt.

> ...The role of the high school principal in this reformation of education is probably the key factor. His concepts of his job, the role of the school and his leadership responsibilities regarding reeducation as societal function will be greatly changed if career education becomes a means to reform the schools so they serve society and all of its citizens. (157:20)

J. Lloyd Trump, associate secretary for research and development, NASSP, states:

> The Secondary School Principal and Assistant Principal (s) more than anyone else determine the nature and extent of a school's services. What superintendents and teachers accomplish is restricted or enhanced by what principals do.
>
> Superintendents and other central office supervisors may have a beneficial impact on schools, but it is sporadic. The same is true of the efforts of such outside consultants as university professors, state education department personnel, or visiting accreditating teams. The principal, therefore, must bear responsibility for the degree of teaching and learning excellence. No one is in a better position than the principal to influence the quality of the school. (154:3)

Louis J. Michot, Louisiana State Superintendent of Public Education, in a speech made at 1973 PAR Conference expressed his views on career education:

> It is important for every human being to sense a control over his own destiny. The desire and intent to make this possible for every boy and girl in Louisiana prompted me to pledge the development of a total statewide career education program in order to provide the kind of education for each student which will serve as a link between the individual and his future...

Michot expresses his concern about dropouts:

> We are, of course, especially concerned with young people in our schools, about 45 per cent of whom drop out, for the most part, unequipped to earn a productive living.

> ...We must help them find themselves and their interests; we must advise them of the career choices open to them which will be the manpower needs of our society as it is moving. Career awareness in the elementary grades will stimulate and/or at least steer the student's interest toward an occupational 'cluster' of his choice. In accordance with these interests the student can begin to make his choices at the same time he begins to learn how to write and to learn English, History, and Science.

Michot voiced concern about counseling needs in Louisiana:

> ...Counseling is one of the key words in a successful career education effort. Counseling to some extent is carried on in every classroom but we have great need in Louisiana for more full time guidance counselors in our elementary and secondary schools. They must be trained in order to assist the students in making decisions and choices and in relating and coordinating his classes and courses to their interests or their future. Each counselor must be aware of the peculiar needs of his particular area or region and he must be ready to guide those students who wish to venture into other areas with other needs.
>
> The guidance counselor must be able to identify the career cluster into which each of the 25,000 different kinds of jobs would fall. All this is a gigantic and responsible task and we are sorely understaffed in Louisiana schools relative to our guidance counselors. We project a need for at least 2,400 guidance counselors. (139:28-29)

In a special report issued in March 1972, the Louisiana Advisory Council for Vocational-Technical Education presented a concept of career education for the State of Louisiana.

> The concept of career education is one which embraces education and training for the professions as well as training in the vocational-technical area, and a guidance and counseling program, K-adult, which assists in individual career development and decision making. Such a program would assure that a young person leaving the secondary school would have an orientation to the world of work in the elementary school, and opportunity for hands-on exploration experience by the time he reaches high school, a job preparation program in high school, and/or in vocational-technical school, guidance in developing work oriented values and in the choice of decision making processes and placement

> in a further program or in a job when he leaves school. This would also serve to break down barriers between vocational and college preparation and remove the stigma attached to vocational-technical training. (65:2)

The Advisory Council saw the need for implementing career education as twofold:

> First, there is an immediate need to provide job preparation and career guidance for those youths who need employment training and guidance for those who deserve it. Second, there is a need for a whole new thrust--a career education program, K-through post-secondary so that beginning in the elementary school, young people will become more aware of the world of work and their relationship to it, will have opportunity for personal growth to develop a salable skill at whatever level they choose to enter the labor market. (65:2)

Edwin W. Edwards, Governor of Louisiana, in a speech made at PAR's 1973 conference on government, expressed his views about education in Louisiana:

> I am not an expert in education, and I would not be so presumptuous as to tell those who are what to do. I am asking for a plan to keep our youth in school, to provide them with the intellectual foundation they will need throughout their personal and working life, to provide them with the working skills to earn a living. I'm asking for a plan that does not use vocational-technical education as a dumping ground for the minority race or the problem youth, a plan that does not seduce any segment of our youth, not glut the labor market with inexperienced talent. I want a plan that will solve our educational problems which seems almost unique to Louisiana--at least we're usually at the bottom of the heap of states when it comes to our people getting an education and earning a living. I want a plan that allows different levels of schools to mesh and not compete. If you'll give me a sound plan that makes education relevant to our needs, and tell me how much money is needed, I'll work to get it... (112:5)

CHAPTER III

TREATMENT AND ANALYSIS OF DATA

Education has never been a simple business; it seems more difficult today than it has ever been. Schools provide only a part of the education for youth in our society. The family, mass media, informal community activities, churches, social institutions, youth organizations and other activities all play a part in educating our young. The school, by its very existence, is caught up in the problems of today's society and it is difficult to see how the school can remain aloof from the needs of society and the needs of the individual student. It is the responsibility of the school to meet the individual needs of children and youth and to make them competent to deal effectively with the common problems of society.

Schools do not exist to classify people or to eliminate the unfit. Instead, each person is a resource of our nation and it is the school's function to develop that resource as far as possible in the time available for schooling. Probably the most serious problem facing schools today is to provide an educational system which acknowledges the existence of individual needs and to develop adequate facilities and programs to meet these needs.

The school must provide programs calculated to develop the capacities and the abilities of all individuals' assigned to it. The school must also provide the individual with experiences which

continuously increase his personal, social, academic, and vocational competencies needed in society.

To make education more relevant to today's needs and to the needs of the individual student is of primary concern to everyone. Many educational planners are now advocating that the entire school program be restructured with the focus upon career development.

The need to restructure the curriculum in Louisiana's educational system seems to be the most acute problem facing Louisiana educators today. Critical to decision making is the need for researchers to provide data concerning the experiences of Louisiana high school graduates.

The subjects utilized in this study consisted of 3,035 graduates of Louisiana high schools for the decade 1956-65. Comprising this number were 1,612 females and 1,423 males. Participation in this investigation was the result of a cooperative arrangement between 16 Louisiana parish school systems and the School of Vocational Education, Louisiana State University. The 16 parishes are located throughout Louisiana, four parishes from each vocational agricultural supervisory area. Three schools within each parish were selected to represent urban, semi-urban and rural schools.

The graduates, ten from each of the designated graduating classes of each school, were chosen at random by the local high school counselor. Questionnaires were mailed to approximately 4,700 graduates.

The Descriptive Survey Method with the Mail Questionnaire Technique was used. Data were obtained from completed questionnaires that were returned by 3,035 graduates; 1,612 females and 1,423 males as shown in Table I. This represents a response of approximately 64 per cent.

TABLE I

POPULATION DISTRIBUTION

Year of Graduation	Male		Female		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1956	128	9.0	154	9.6	282	9.3
1957	125	8.8	144	8.9	269	8.9
1958	134	9.4	159	9.9	293	9.7
1959	138	9.7	128	7.9	266	8.8
1960	141	9.9	141	8.8	282	9.3
1961	141	9.9	146	9.1	287	9.5
1962	137	9.6	165	10.3	302	10.0
1963	147	10.4	179	11.1	326	10.7
1964	114	8.0	178	11.1	292	9.6
1965	183	12.9	190	11.8	373	12.3
Other	35	2.4	28	1.5	63	1.9
Total	1,423	100.0	1,612	100.0	3,035	100.0

$X^2 = 32.93$ with 27 df not significant at .01 $P > .01$ (.20)

Statistical procedures utilized for analyzing the data were number distribution, percentages and the chi-square test of independence. Equal probability of response was assumed in each category of the variables that were tested statistically with the chi-square test. The null hypothesis was accepted or rejected at the .01 level of significance for all tests.

Rejection of the null hypothesis indicated that the difference between expected and observed frequencies resulted from true variation between the variables, rather than by chance alone. The chi-square values were obtained from statistical treatments of the relationships by sex between the variables of each table.

Information obtained was programmed for computer processing by sex and by curriculum pursued to supply a frequency and percentage distribution of all items contained in the data gathering instrument.

This investigation was concerned with: 1) the identification of graduates who pursued the College Preparatory curriculum, the General curriculum, or the Vocational curriculum while in high school; 2) their post secondary education or training; and 3) their occupational experiences since graduation.

As a check on response, two key characteristics of respondents, sex and year of graduation were compared and significance levels were determined by the chi-square statistical procedure as presented in Table I. This test is used to determine whether a significant difference exists between observed responses and expected frequencies based on the null hypothesis, i.e., the hypothesis of equal probability. A chi-square significance at the .01 level of confidence means that

there is only a one per cent probability that the acceptance of the null hypothesis is in error due to chance fluctuations in sampling.

Data in Table I reveal that the respondents were rather evenly distributed by sex and by year of graduation. Based on this information, the assumption will be made that Louisiana graduates of this decade (1956-65) were analogous to respondents, and data shown in this study are applicable to the total population. The conclusion is reached that there is no significant difference at the .01 level of confidence, $P > .01$ (.20), and the null hypothesis is accepted.

High School Curriculum Pursued

The curriculum pursued by graduates should give a solid framework within which observations can be made as to how effective the school program is organized to prepare the student for career plans after high school. However, regardless of curriculum pursued, a student in order to graduate from high school in Louisiana, during the period of this study (1956-65), had to successfully complete 17 units of work during a minimum of four regular nine-month sessions of high school enrollment. Ten of these units--3 units of English, 2 units of math, 2 units of science, 2 units of social studies and 1 unit of health and physical education--were required by all students, leaving only 7 units to be selected by the students as electives. The electives in most schools were limited. Some schools had their own required courses. The courses offered by some schools were so regulated that many respondents, as will be noted in this study later, did not know that they had a choice of electives.

With these restrictions on curriculum, graduates in this study were asked to indicate the curriculum followed while in high school. They were purposely not instructed or given a definition as to what was considered to be a College Preparatory, General or Vocational curriculum. They were asked to check one of the three in response to high school curriculum followed.

Analysis of data in Table II reveals considerable differences among respondents as to curriculum followed, as verified by the chi-square test of significance. Data reveal that 35.8 per cent of all respondents followed what they considered to be a College Preparatory curriculum, 51.8 per cent followed what they considered to be a General curriculum, while 7.8 per cent followed what they considered to be a Vocational curriculum and 4.6 per cent were unclassified or did not reply.

Approximately the same number of male and female respondents claimed to have pursued the College Preparatory and the General curriculum; however, more females than males claimed to have pursued the Vocational curriculum.

By analysis, the curriculum pursued by the subjects interviewed suggests the direction in which the schools were oriented during the period of this study. However, it must be noted again that the response to this item was based on the individual respondent's judgment of the curriculum he pursued while in high school.

Vocational Courses Taken

A number of vocational programs are offered in Louisiana high schools. Those listed for this study (Table III) were agriculture,

TABLE II

HIGH SCHOOL CURRICULUM

Curriculum Followed	Male No.	Male Per Cent	Female No.	Female Per Cent	Total No.	Total Per Cent
College Preparatory	530	37.3	556	34.5	1,086	35.8
General	769	54.0	802	49.8	1,571	51.8
Vocational	84	5.9	154	9.6	238	7.8
No reply	40	2.8	100	6.1	140	4.6
Total	1,423	100.0	1,612	100.0	3,035	100.0

$X^2 = 35.91$ with 3 df -- highly significant at .01 $P < .01$

home economics, distributive education, office education, trade and industrial education and industrial arts.

Vocational agriculture is one of the oldest vocational programs in the state and still has one of the largest enrollments. Home economics attracts the largest number of students among the vocational programs, although most take courses in homemaking which are not geared toward wage earning. Office education has grown to be one of the largest vocational programs in the state; however, during the period of this study, typing and bookkeeping were the two business courses offered in most schools and they were usually taken as electives.

The broad area of crafts and industrial skills is encompassed in trade and industrial education, The courses most often taken in this program are carpentry, metalwork and auto mechanics. Industrial arts

TABLE III

VOCATIONAL COURSES TAKEN

Courses	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Agriculture												
1 year	31	5.8	3	.5	64	8.3	-	-	4	4.8	3	1.9
2 years	21	4.0	2	.4	45	5.9	3	.4	1	1.2	-	-
3 years	23	4.3	1	.2	59	7.7	1	.1	9	10.7	-	-
4 years	100	18.9	1	.2	297	38.6	6	.8	33	39.3	1	.7
Total	175	33.0	7	1.3	465	60.5	10	1.3	47	56.0	4	2.6
Home Economics												
1 year	22	4.1	116	20.9	24	3.1	89	11.1	2	2.4	9	5.8
2 years	4	.9	98	17.6	3	.4	93	11.6	1	1.2	9	5.8
3 years	1	.2	34	6.1	2	.3	70	8.7	-	-	14	9.1
4 years	1	.2	143	25.7	5	.7	414	51.6	-	-	41	26.6
Total	28	5.4	391	70.3	34	4.5	666	83.0	3	3.6	73	47.3

[1] X^2 = 102.64 with 8 df highly significant at .01 $P < .01$

[2] X^2 = 30.35 with 8 df not significant at .01 $P > .01$ (.05)

[1] X^2 = 6.82 with 12 df not significant at .01 $P > .01$ (.90)

[2] X^2 = 201.49 with 12 df highly significant at .01 $P < .01$

(Continued)

TABLE III (Continued)

Courses	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Distributive Education												
1 year	6	1.1	5	.9	12	1.6	7	.9	1	1.2	5	3.2
2 years	4	.8	5	.9	8	1.0	3	.4	3	3.6	-	-
3 years	2	.4	2	.4	2	.3	1	.1	-	-	-	-
4 years	9	1.7	14	2.5	24	3.1	30	3.7	3	3.6	4	2.6
Total	21	4.0	26	4.7	46	6.0	41	5.1	7	8.4	9	5.8
Office Education												
1 year	79	14.9	145	26.1	135	17.6	160	20.0	6	7.1	35	22.7
2 years	40	7.5	88	15.8	102	13.3	208	25.9	7	8.3	37	24.0
3 years	6	1.2	28	5.0	23	3.0	60	7.5	5	6.0	17	11.0
4 years	10	1.9	31	5.6	25	3.2	61	7.6	3	3.4	32	20.8
Total	135	25.5	292	52.5	285	37.1	489	61.0	21	24.8	121	78.5

[1] X^2 = 11.29 with 15 df not significant at .01 $P > .01$ (.70)

[2] X^2 = 33.86 with 12 df highly significant at .01 $P < .01$

[1] X^2 = 45.01 with 12 df highly significant at .01 $P < .01$

[2] X^2 = 33.23 with 12 df highly significant at .01 $P < .01$

(Continued)

TABLE III (Continued)

Courses	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Trade and Industrial Education												
1 year	23	4.3	3	.5	31	4.0	-	-	12	14.3	11	7.1
2 years	10	1.9	4	.7	29	3.8	-	-	14	16.7	2	1.3
3 years	2	.4	1	.2	8	1.0	7	.9	4	4.8	-	-
4 years	4	.8	-	-	12	1.6	4	.5	8	9.5	-	-
Total	39	7.4	8	1.4	80	10.4	11	1.4	38	45.3	13	8.4

[1] X^2 = 119.20 with 12 df highly significant at .01 $P < .01$

[2] X^2 = 45.47 with 9 df highly significant at .01 $P < .01$

Industrial Arts												
1 year	45	8.5	10	1.8	70	9.1	13	1.6	8	9.5	1	.6
2 years	38	7.2	2	.4	56	7.3	3	.4	7	8.3	1	.6
3 years	14	2.6	1	.2	22	2.9	-	-	3	3.6	-	-
4 years	12	2.3	4	.7	32	4.2	5	.6	4	4.8	1	.6
Total	109	20.6	17	3.1	180	23.5	21	2.6	22	26.2	3	1.8

[1] X^2 = 11.33 with 12 df not significant at .01 $P > .01$ (.50)

[2] X^2 = 9.23 with 12 df not significant at .01 $P > .01$ (.70)

is a program of orientation and exploration rather than for specific job training. Students are usually exposed to a series of exploratory experiences in areas such as drafting, woodworking, metal work and power mechanics.

Graduates were asked to record the number of years they took vocational courses while in high school. The vocational courses taken by respondents by sex and by curriculum pursued are listed in Table III.

The number of years respondents were enrolled in each vocational program was analyzed to determine if significant differences existed between courses taken and the curriculum pursued while in high school.

Agriculture

Data in Table III reveal considerable difference among male respondents in course taken (agriculture) and curriculum pursued, as verified by the chi-square test of significance.

A large percentage of the male respondents took vocational agriculture. A little over one-third of the males in the College Preparatory curriculum took one or more years of agriculture; over 60 per cent of the males in the General curriculum took one or more years; and 50.6 per cent of the males in the Vocational curriculum took one or more years of vocational agriculture. It was significant to note that 18.9 per cent of the male graduates in the College Preparatory curriculum took vocational agriculture all four years in high school. This would leave only three other units of electives in their course of study. Over 38 per cent of the respondents in the General curriculum took four years of vocational agriculture; while only 39.3 per cent of the respondents who claimed to have pursued a Vocational curriculum took vocational agriculture.

A chi-square value of .01 ($P < .01$) is considered highly significant. Therefore the conclusion is reached that there is a highly significant difference at the .01 level of confidence and the null hypothesis is rejected. The number of male respondents pursuing agriculture differ significantly in the curriculums pursued. Also, information in Table III (agriculture) reveal that there is no significant difference among number of female respondents in course taken (agriculture) at the .01 level of confidence, $P > .01$ (.05), and the null hypothesis is accepted.

Home Economics

Data in Table III (home economics) reveal considerable difference in course taken (home economics) and curriculum pursued, as verified by the chi-square test of significance. A large percentage of the female respondents took home economics. A little over 70 per cent of the females in College Preparatory curriculum took one or more years of home economics. Over 83 per cent of the female respondents in General curriculum took one or more years and 47.3 per cent of the females in Vocational curriculum took one or more years of home economics.

Again, it is significant to note that 25.7 per cent of the female respondents took home economics all four years while in high school; 51.6 per cent of the females in General curriculum took home economics all four years; while only 26.6 per cent of the females who claimed to have pursued a Vocational curriculum took home economics.

A chi-square value of .01 ($P < .01$) is considered highly significant. The conclusion is reached that there is a highly significant difference at the .01 level of confidence and the null hypothesis is

rejected. The number of female respondents pursuing home economics differs significantly in the curriculums pursued.

Also, data in Table III (home economics) reveal that there is no significant difference among number of male respondents in course taken (home economics) at the .01 level of confidence, $P > .01$ (.90) and the null hypothesis is accepted.

Office Education

A review of data in Table III (office education) discloses considerable difference among both male and female respondents in course taken (business education) and curriculum pursued, as verified by the chi-square test of significance.

A relatively large percentage of all female respondents took one or more years of office education. It is also apparent that a large number of all males took at least one year of office education. Although data does not indicate the courses taken, typing probably accounts for these numbers. Over 25 per cent of males and 52 per cent of females in the College Preparatory curriculum took one or more years of office education; over 37 per cent of males and 61 per cent of females in the General curriculum took one or more years and 24.8 per cent of males and 78.5 per cent of females took one or more years of business education in the Vocational curriculum.

It is apparent in the College Preparatory and the General curriculums that the percentages of enrollment decrease for both male and female respondents after two years or two courses in business education. The pattern follows through to some extent in the Vocational curriculum with nearly half of the female respondents (46.7 per cent)

taking business education only two years. Data indicate that students tend to drop out of business education after taking only two years. However, 7.7 per cent of female respondents in the General curriculum and 20.8 per cent of the female respondents in the Vocational curriculum took business education courses all four years in high school.

An examination of data in Table III show that a relatively small percentage of the respondents participated in the other three vocational programs--distributive education, trade and industrial education, and industrial arts. This is not a reflection on either program, it merely indicates that the enrollments were low during the period of this study (1956-65). Also, it should be pointed out that this study included, what was considered to be only one urban school in each of the participating parishes.

Only 4 per cent of the male respondents and 4.7 per cent of the female respondents in the College Preparatory curriculum took one or more years of distributive education; only 6 per cent of males and 5.1 per cent of females in the General curriculum and 8.4 per cent of males and 5.8 per cent of females in the Vocational curriculum took one or more years of distributive education.

Trade and Industrial Education

Trade and industrial education attracted a sizeable per cent of the male respondents in all three curriculums as well as did industrial arts. However, when checking the number of years, most respondents were in these two programs only one year.

A little over 7 per cent of the males in the College Preparatory curriculum, 10.4 per cent of the males in the General curriculum and

45.7 per cent of the males in the Vocational curriculum took one or more years of trade and industrial education.

In industrial arts, 20 per cent of the males in the College Preparatory curriculum, 23.5 per cent of males in the General curriculum and 26.2 per cent of the male respondents in the Vocational curriculum took industrial arts one or more years while in high school.

It is interesting to note that nearly one-half of the male respondents who claimed to have pursued a Vocational curriculum were located in the trade and industrial education program. During the years covered by this study, the courses most often taken in this program--carpentry, metal work, and auto mechanics--were taught in the state vocational-technical schools in cooperation with the high schools, allowing the student to spend one-half day in the high school and one-half day in the vocational-technical school.

Chi-square values highly significant at the .01 level were observed among the female respondents in distributive education; and in both the male and female respondents in trade and industrial education, indicating that for these groups, significant difference exists between observed responses and expected frequencies.

Information in Table III (industrial arts) reveals that there is no significant difference among male respondents in industrial arts in courses taken and curriculum pursued at the .01 level of confidence, $P < .01$, so the null hypothesis of equal probability is accepted.

Feeling Toward High School Curricula

Feelings toward the high school curricula are recorded in Table IV. Analysis of these data reveals highly significant differences among respondents in all three curriculum groups, as verified by the chi-square test of significance. The difference appears to be in frequency count rather than in percentages. There was a tendency for the respondents in the College Preparatory group to like the high school curriculum more than respondents in the General or Vocational curriculums; however, almost 95 per cent of all respondents reported they "liked very much" or "liked" their high school curriculum. There was very little difference in percentages between groups when data were combined to represent liked or disliked. Most respondents appeared to like the high school curricula. These feelings are more or less contrary to comments made by respondents when asked to make suggestions concerning improvements in training programs for the high school. These comments are summarized in Chapter IV.

Things Liked Most--Things Liked Least in High School

Chi-square values in each table were calculated in number of responses in each category rather than on per cent. Data in Table V and Table VI, examined by the chi-square test, reveal significant differences; however, when percentage values are considered, all respondents agree, rather closely in their response to things liked most (Table V) and things liked least (Table VI) in high school. Male respondents in all three curriculums indicate they like athletics and friends most. A rather small per cent of all males--14.5 per cent in the College Preparatory, 12.8 per cent in the General and 10.7 per cent in the Vocational curriculum--indicate they like courses most.

TABLE IV

FEELINGS TOWARD HIGH SCHOOL CURRICULA

	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
Response	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Liked very much	249	47.0	354	63.7	228	29.7	399	49.8	31	37.3	77	50.0
Liked	251	47.4	180	32.4	480	62.4	366	45.6	45	53.0	66	42.9
Disliked	20	3.8	10	1.8	52	6.8	27	3.4	7	8.5	8	5.2
Disliked very much	4	.7	4	.7	4	.5	4	.5	1	1.2	-	-
No reply	6	1.1	8	1.4	5	.6	6	.7	-	-	3	1.9
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 99.47$ with 12 df - highly significant at .01 $P < .01$

[2] $X^2 = 103.39$ with 12 df - highly significant at .01 $P < .01$

TABLE V

THINGS LIKED MOST IN HIGH SCHOOL

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Courses	77	14.5	111	20.0	98	12.8	183	22.8	9	10.7	37	24.0
Activities	84	15.8	203	36.5	106	13.8	179	22.3	11	13.1	34	22.1
Friends	123	23.2	134	24.1	207	26.9	227	28.3	32	38.1	47	30.5
Athletics	182	34.4	39	7.0	266	34.6	83	10.4	16	19.0	12	7.8
All	21	4.0	30	5.4	24	3.1	61	7.6	6	7.2	11	7.2
Etc.	3	.6	8	1.4	11	1.4	11	1.4	2	2.4	-	-
No reply	40	7.5	31	5.6	57	7.4	58	7.2	8	9.5	13	8.4
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 40.47$ with 18 df - highly significant at .01 $P < .01$

[2] $X^2 = 92.28$ with 18 df - highly significant at .01 $P < .01$

TABLE VI

THINGS LIKED LEAST IN HIGH SCHOOL

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Courses	159	30.0	143	25.7	307	39.9	228	28.4	35	41.7	39	25.3
Activities	32	6.0	18	3.2	47	6.1	30	3.7	3	3.6	11	7.1
Friends	2	.4	6	1.1	3	.4	5	.7	2	2.4	2	1.3
Athletics	38	7.2	67	12.1	40	5.2	114	14.2	4	4.7	26	16.9
All	69	13.0	77	13.8	63	8.2	75	9.4	10	11.9	11	7.1
Etc.	4	.8	5	.9	6	.8	5	.6	-	-	-	-
No reply	226	42.6	240	43.2	303	39.4	345	43.0	30	35.7	65	42.3
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 33.77$ with 18 df - not significant at .01 $P > .01$ (.02)

[2] $X^2 = 30.00$ with 18 df - significant at .01

The attitude of the female respondents was somewhat different from males on things liked most in high school. Female respondents in all three curriculums indicate they liked activities and friends most and cared very little for athletics. A higher per cent of females than males--20.0 per cent in the College Preparatory, 22.8 per cent in the General and 24.0 per cent in the Vocational curriculums--indicated they liked courses most.

When asked to reveal things liked least in high school (Table VI), both male and female respondents in all three curriculums indicated they liked courses least of all. A large per cent of all respondents made no reply when asked to indicate things liked least in high school.

Courses Liked Most and Those Liked Least in High School

Significant differences are also detected by the chi-square test among the three curriculums by sex and between the courses liked most and those liked least in high school (Tables VII and VIII). The differences were largely due to frequency count rather than percentages. When percentages were considered, some differences were noted, but there was a trend for the females to like English and the males to like math and science. There was also a trend for the females to like home economics and business education, and the males to like agriculture in the General and Vocational curriculums.

Information in Table VIII indicates that nearly 43 per cent of the male respondents in the College Preparatory and General curriculums and 32 per cent of the males in Vocational curriculum like English least of all, while 32.4 per cent of females in the College Preparatory, 38.2 per cent in the General and 38.3 per cent in the Vocational curriculums

TABLE VII

COURSES LIKED MOST IN HIGH SCHOOL

Courses	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
English	43	8.1	174	31.3	75	9.8	183	22.8	8	9.5	22	14.3
Math	193	36.4	104	18.7	206	26.8	111	13.8	16	19.0	17	11.0
Science	106	20.0	57	10.2	90	11.7	53	6.6	11	13.1	8	5.2
Social Studies	84	15.8	62	11.1	126	16.4	100	12.5	13	15.5	16	10.4
Health & P.E.	12	2.3	21	3.8	24	3.1	13	1.6	5	6.0	3	1.9
Home Economics	3	.6	52	9.4	3	.4	136	17.0	1	1.2	28	18.3
Agriculture	31	5.9	-	-	115	14.9	4	.5	16	19.0	-	-
Business Education	18	3.4	51	9.2	44	5.7	145	18.1	3	3.6	52	33.8
Other Vocational	15	2.8	8	1.4	36	4.7	10	1.2	5	6.0	3	1.9
No reply	25	4.7	27	4.9	50	6.5	47	5.9	6	7.1	5	3.2
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 108.96$ with 27 df - highly significant at .01 $P < .01$

[2] $X^2 = 175.26$ with 27 df - highly significant at .01 $P < .01$

TABLE VIII

COURSES LIKED LEAST IN HIGH SCHOOL

Courses	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
English	227	42.8	61	11.0	330	42.9	89	11.1	27	32.1	21	13.6
Math	85	16.0	180	32.4	166	21.6	306	38.2	18	21.4	59	38.3
Science	63	11.9	102	18.3	61	7.9	128	16.0	6	7.2	32	20.8
Social Studies	68	12.8	100	18.0	81	10.5	114	14.2	8	9.5	20	13.0
Health & P.E.	9	1.7	23	4.1	3	.4	27	3.4	-	-	5	3.3
Home Economics	-	-	21	3.8	2	.3	34	4.2	-	-	2	1.3
Agriculture	3	.6	-	-	12	1.5	-	-	3	3.6	1	.6
Business Education	9	1.7	15	2.7	16	2.1	27	3.3	3	3.6	1	.6
Other Vocational	2	.4	4	.7	2	.3	-	-	-	-	2	1.3
No reply	64	12.1	50	9.0	96	12.5	77	9.6	19	22.6	11	7.2
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

1. $X^2 = 76.80$ with 27 df - highly significant at .01 $P < .01$

2. $X^2 = 41.25$ with 24 df - significant at .01

liked math least of all. It is interesting to note the four academic areas--English, math, science and social studies, ranked relatively high by all groups as both liked and disliked courses.

Course Recommendations by Graduates to Persons Entering High School

Respondents were asked, "If you were talking with a young person just entering high school, would you suggest that he (she) take the courses you took? Yes_____ or No_____. If no, what courses would you suggest?"

Data presented in Table IX show a highly significant difference in response to these questions. Even though, there seemed to be dissatisfaction with courses they took (Tables V, VI, VII, and VIII), nearly two-thirds of the males and three-fourths of the females in the College Preparatory curriculum, 44.2 per cent of the males and 54.5 per cent of the females in the General curriculum and 54.7 per cent of the males and 63.7 per cent of the females in the Vocational curriculum answered yes to this question. The General curriculum group seems to be more dissatisfied with the courses they took than either the College Preparatory or Vocational group.

High School Courses Helpful When Looking for a Job

Findings in Table X reveal a highly significant difference among all respondents when asked to indicate if high school courses helped when looking for a job. In the College Preparatory curriculum group 56.2 per cent of the males and 60.8 per cent of the females agreed that their high school courses helped when looking for a job. Approximately the same percentages, 55.3 per cent of the males and 66.5 per cent of

TABLE IX

COURSE RECOMMENDATIONS BY GRADUATE TO PERSON ENTERING HIGH SCHOOL

	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
Recommended Courses	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Those taken	347	65.5	409	73.5	340	44.2	437	54.5	46	54.7	98	63.7
Others:												
Academic	52	9.8	46	8.3	157	20.4	137	17.1	12	14.3	16	10.4
General	9	1.7	15	2.7	29	3.8	18	2.2	3	3.6	7	4.5
Vocational	41	7.7	28	5.0	98	12.7	94	11.7	4	4.8	11	7.1
Recreational	2	.4	2	.4	2	.3	-	-	-	-	2	1.3
Get Guidance	52	9.8	35	6.3	73	9.5	52	6.5	6	7.1	12	7.8
No reply	27	5.1	21	3.8	70	9.1	64	8.0	13	15.5	8	5.2
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 68.14$ with 6 df - highly significant at .01 $P < .01$

[2] $X^2 = 68.95$ with 6 df - highly significant at .01 $P < .01$

[1] $X^2 = 62.47$ with 12 df - highly significant at .01 $P < .01$

[2] $X^2 = 60.84$ with 15 df - highly significant at .01 $P < .01$

TABLE X

HIGH SCHOOL COURSES HELPED WHEN LOOKING FOR A JOB

	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	298	56.2	338	60.8	425	55.3	533	66.5	57	67.9	122	79.2
No	178	33.6	148	26.6	311	40.4	189	23.5	24	28.5	24	15.6
No reply	54	10.2	70	12.6	33	4.3	80	10.0	3	3.6	8	5.2
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0
Beneficial Courses												
English	70	13.2	80	14.4	66	8.6	79	9.9	8	9.5	10	6.5
Math	106	20.0	34	6.1	140	18.2	53	6.6	23	27.4	7	4.6
Science	18	3.4	8	1.4	17	2.2	11	1.4	2	2.4	3	1.9
Social Studies	8	1.5	8	1.4	6	.8	2	.2	1	1.2	-	-
Health and P. E.	6	1.1	2	.4	3	.4	3	.4	-	-	1	.6

[1] X^2 = 26.04 with 6 df - highly significant at .01 P < .01

[2] X^2 = 28.76 with 6 df - highly significant at .01 P < .01

(Continued)

TABLE X (Continued)

	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Home Economics	-	-	13	2.3	-	-	27	3.4	-	-	2	1.4
Agriculture	20	3.8	-	-	32	4.1	1	.1	6	7.1	-	-
Business Education	38	7.1	166	29.9	85	11.1	336	41.9	6	7.1	98	63.6
Other Vocational	12	2.3	6	1.1	24	3.1	5	.6	5	6.0	1	.6
No reply	252	47.6	239	43.0	396	51.5	285	35.5	33	39.3	32	20.8
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 39.61$ with 24 df - not significant at .01 $P > .01$ (.02)

[2] $X^2 = 93.82$ with 27 df - highly significant at .01 $P < .01$

the females in the General curriculum felt the same. A higher percentage of Vocational curriculum respondents, 67.9 per cent of the males and 79.2 per cent of the females, felt their high school courses helped when looking for a job.

When asked to list beneficial courses, math, English, and agriculture were the most frequent courses listed by male respondents. Business education led all courses as the most beneficial to female respondents. Nearly 30 per cent of the females in the College Preparatory curriculum, 42 per cent in the General curriculum and 64 per cent in the Vocational curriculum listed business education as the most beneficial course when looking for a job.

A very high per cent of all respondents--47.6 per cent of males and 43.0 per cent of females in the College Preparatory curriculum, 51.5 per cent of males and 35.5 per cent of females in the General curriculum, and 39.3 per cent of males and 20.8 per cent of females in the Vocational curriculum--made no reply when asked to list the course benefitting them most when looking for a job.

High School's Effort to Prepare Students for Jobs

It is generally agreed that the primary objective of vocational education at the secondary level is to prepare youth for gainful employment. Figures in Table XI reveal a highly significant difference among all groups when responding to high school efforts to prepare them for jobs. The big difference appeared to be in frequency count rather than percentage. Also many of the College Preparatory and General curriculum graduates took vocational courses (Table III). However, as shown in Table XI 40.4 per cent of males and 48.7 per cent of females in the

TABLE XI

HIGH SCHOOL'S EFFORT TO PREPARE STUDENTS FOR JOB

	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
Response	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
A great deal of effort	159	30.0	161	29.0	193	25.1	262	32.7	34	40.4	75	48.7
Some effort	181	34.2	199	35.8	310	40.3	317	39.5	31	36.9	51	33.1
Little effort	80	15.1	80	14.4	155	20.2	120	15.0	13	15.5	15	9.8
No effort at all	68	12.8	63	11.3	83	10.8	58	7.2	3	3.6	8	5.2
No reply	42	7.9	53	9.5	28	3.6	45	5.6	3	3.6	5	3.2
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 43.24$ with 12 df - highly significant at .01 $P < .01$

[2] $X^2 = 61.74$ with 12 df - highly significant at .01 $P < .01$

Vocational curriculum felt that a great deal of effort was made by the high school to prepare them for a job. These percentages are considerably higher than the College Preparatory or General curriculum groups. In general all groups felt that the high school made some degree of effort to prepare them for jobs. However, it is interesting to note that 27.9 per cent of the males and 25.7 per cent of the females in College Preparatory, and 31.0 per cent of the males and 22.2 per cent of the females in the General curriculum indicated that the school made little or no effort to prepare them for jobs.

Effort Expended while in High School to Secure Training Needed for Employment

Table XII presents data that indicate few respondents considered they applied themselves "very hard" in high school to get the training necessary to get a job. Only 6.4 per cent of the males and 17.7 per cent of the females in the College Preparatory curriculum, 3.4 per cent of males and 7.2 per cent of females in the General curriculum and 4.8 per cent of the males and 14.9 per cent of the females in the Vocational curriculum considered that they applied themselves "very hard" with a number of respondents in all categories admitting that they applied themselves "little" or "not much at all."

Chi-square values highly significant at the .01 level for both male and female respondents were observed among all groups; however, when percentages were considered very little differences were observed.

Job Aspiration While In High School

Graduates were asked, "When you were in high school, what kind of job did you hope to get when you graduated?"

TABLE XII

EFFORT EXPENDED WHILE IN HIGH SCHOOL TO SECURE TRAINING NEEDED FOR EMPLOYMENT

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Very hard	34	6.4	98	17.7	26	3.4	58	7.2	4	4.8	23	14.9
Hard	93	17.5	139	25.0	69	9.0	115	14.3	7	8.3	38	24.7
As much as average student	250	47.2	237	42.6	410	53.2	479	59.7	50	59.5	81	52.6
Little	92	17.4	33	5.9	172	22.4	91	11.4	16	19.0	4	2.6
Not much at all	37	7.0	20	3.6	83	10.8	35	4.4	6	7.2	1	.6
No reply	24	4.5	29	5.2	9	1.2	24	3.0	1	1.2	7	4.6
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 72.48$ with 15 df - highly significant at .01 $P < .01$

[2] $X^2 = 120.43$ with 15 df - highly significant at .01 $P < .01$

In order to classify the jobs listed by respondents, in answer to the above question, the "cluster concept" with job levels was used. One of the recent developments embodied in career education is the cluster concept. This concept holds that many jobs have a commonality, that is, they require some similar or identical skill and knowledge and; hence can be clustered.

Occupational clusters, along with job level, which together should represent all kinds of jobs, are being advocated by the U. S. Office of Education.

The clusters embrace the approximately 22,000 jobs included in the present Dictionary of Occupational Titles and admittedly overlap in types of jobs and embrace a wide range of occupations. For example, a secretary or salesman may be involved in all clusters. Within the public service cluster the jobs of janitor in a public building to a national elected official are included. To further help classify job aspirations, job levels were used.

Table XIII lists the 15 clusters and the 9 job levels used in this study.

It is revealed in Table XIII that large numbers in each of the three curriculum groups--47.7 per cent of males and 30.6 per cent of females made no reply to the question about job aspirations while in high school. The largest number that did reply indicated that they had more aspirations toward the public service cluster. The agri-business and natural resources cluster had some attraction for all male respondents. A surprisingly few males aspired to the construction or health clusters. Another cluster receiving a high degree of interest by

TABLE XIII

JOB ASPIRATIONS WHILE IN HIGH SCHOOL

Job Aspiration	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Career Clusters												
Agri-business and Natural Resources	41	7.7	2	.4	60	7.8	3	.4	8	9.5	-	-
Business & Office	36	6.8	59	10.6	53	6.9	292	36.4	9	10.7	91	59.1
Communication & Media	3	.6	3	.5	12	1.	11	1.4	-	-	1	.6
Construction	25	4.7	1	.2	41	5.3	1	.1	2	2.3	-	-
Consumer & Homemaking	-	-	3	.5	2	.3	11	1.4	-	-	1	.6
Environment	4	.8	-	-	4	.5	-	-	3	3.6	-	-
Fine Arts & Humanities	9	1.7	8	1.4	5	.7	8	1.0	1	1.2	2	1.3
Health	32	6.0	40	7.2	11	1.4	48	6.0	-	-	12	7.8
Hospitality & Recreation	2	.4	2	.4	5	.7	4	.5	1	1.2	-	-
Manufacturing	11	2.1	2	.4	10	1.3	-	-	4	4.8	1	.6
Marine Science	2	.4	1	.2	3	.4	2	.2	-	-	-	-
Marketing & Distribution	7	1.3	2	.4	13	1.7	4	.5	-	-	-	-
Personal Service	12	2.3	29	5.2	21	2.7	34	4.2	1	1.2	4	2.6
Public Service	93	17.5	182	32.7	100	13.0	112	14.0	12	14.3	9	5.9
Transportation	8	1.5	1	.2	13	1.6	4	.5	2	2.4	-	-
No reply	245	46.2	221	39.7	416	54.1	268	33.4	41	48.8	33	21.4
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 81.71 with 45 df - significant at .01

[2] X^2 = 264.69 with 42 df - highly significant at .01 $P < .01$

(Continued)

TABLE XIII (Continued)

Job Aspiration	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Job Level												
Professional	198	37.4	267	48.0	144	18.8	181	22.6	11	13.1	22	14.4
Technical	35	6.6	16	2.9	48	6.2	21	2.6	2	2.4	1	.6
Managerial	28	5.3	2	.4	33	4.3	3	.4	4	4.8	3	2.0
Supervisory	5	.9	3	.5	14	1.8	3	.4	1	1.2	-	-
Sales	7	1.3	1	.2	16	2.1	4	.5	-	-	-	-
Clerical	8	1.5	47	8.4	22	2.9	266	33.1	6	7.2	81	52.6
Skilled	13	2.5	9	1.6	51	6.6	52	6.5	15	17.9	13	8.4
Semi-skilled	4	.8	-	-	16	2.1	6	.7	5	6.0	1	.6
Unskilled	5	.9	1	.2	9	1.2	4	.5	1	1.2	-	-
No reply	227	42.8	210	37.8	416	54.0	262	32.7	39	46.2	33	21.4
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 108.56 with 18 df - highly significant at .01 $P < .01$

[2] X^2 = 282.69 with 27 df - highly significant at .01 $P < .01$

female respondents was the business and office cluster. Nearly 60 per cent of the female respondents in the Vocational curriculum, and 37.5 per cent of females in the General curriculum aspired to jobs in the business and office cluster.

When the chi-square test was applied to these data, highly significant differences were observed among respondents of the three curriculum groups. Again, number distribution in the three curriculum groups accounts for this difference rather than percentages.

Data concerning job level indicate that 37.4 per cent of the male respondents and 48.0 per cent of the female respondents in the General and Vocational curriculums aspired to the clerical level of employment. A rather high per cent (17.9) of the male respondents in the Vocational curriculum aspired to the skilled level of employment. However, it must be noted again that nearly one-half of all respondents made "no reply" to the question about job aspiration while in high school.

Analysis of data in Table XIII reveals considerable differences ($P < .01$) among respondents in the three curriculum groups, as verified by the chi-square test of significance.

These data seem to indicate that most young people of high school age have very limited occupational knowledge. Such information as they have is more often based on popular myths and stereotypes rather than on actual facts. In absence of information, occupational decisions are either postponed until after high school or made because of identification with a particular social class. It is interesting to note that nearly half of all male respondents and approximately one-third of female respondents made no reply concerning job level.

Reasons for Job Progress

All respondents appreciate the fact that hard work was a key to job progress is revealed by data in Table XIV. Very few respondents felt that they could depend on luck. A very high per cent of all respondents--85.7 per cent of males and 89.2 per cent of females in the College Preparatory curriculum, 87.1 per cent of males and 90.6 per cent of females in the General curriculum, and 88.1 per cent of males and 92.9 per cent of the females in the Vocational curriculum --felt that hard work was more important than good luck in getting ahead in a job. However, the respondents were given opportunity to make comments concerning this item, and many felt that it took a combination of both hard work and good luck to get ahead. These comments are reviewed in Chapter IV.

These data reveal no significant difference at .01 level. The null hypothesis is accepted and the conclusion is reached that there is no significant difference in the groups compared in the attribute observed.

Reasons for Accepting Job Offerings

Analysis of data in Table XV show a highly significant difference in response by all groups when asked, "If someone were to offer you two jobs, one secure job with adequate income, the other not so secure but with more opportunity for advancement, which one would you take?" The College Preparatory group, 64.0 per cent of males and 47.0 per cent of females, indicated they would take the job with more opportunity for advancement. Data indicate that over half of all male respondents felt that opportunity for advancement was more important than

TABLE XIV

REASONS FOR JOB PROGRESS

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Hard work	454	85.7	496	89.2	670	87.1	727	90.6	74	88.1	143	92.9
Luck	25	4.7	20	3.6	48	6.3	19	2.4	4	4.8	3	1.9
No reply	51	9.6	40	7.2	51	6.6	56	7.0	6	7.1	8	5.2
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 9.50$ with 6 df - not significant at .01 $P > .01$ (.10)

[2] $X^2 = 7.96$ with 6 df - not significant at .01 $P > .01$ (.20)

TABLE XV

REASONS FOR ACCEPTING JOB OFFERINGS

Responses	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Security	165	31.1	256	46.0	330	43.0	413	51.5	37	44.0	82	53.3
Opportunity	339	64.0	261	47.0	410	53.3	352	43.9	45	53.6	63	40.9
No reply	26	4.9	39	7.0	29	3.7	37	4.6	2	2.4	9	5.8
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 38.19$ with 6 df - highly significant at .01 $P < .01$

[2] $X^2 = 54.03$ with 6 df - highly significant at .01 $P < .01$

security in a job. Over half of the female respondents in the General and the Vocational curriculums felt that security was more important. Most females appear to be more conservative than males.

Kind of Job Graduates Would Like Most To Have Now

A chi-square value indicating highly significant difference at the .01 level of confidence among respondents in all groups in reference to the kind of job graduates would like most to have now was revealed in Table XVI. It is intersting to compare the response of the graduates to their job aspiration while in high school (Table XIII). The one big difference noted was the increased number that replied to this item. Almost half of all males and one-third of all females failed to respond to the item about job aspirations while in high school. For some reasons one-fourth of all respondents failed to list a choice of jobs.

Two career cluster groups--business and office and public service were selected by more respondents in all groups than any other career cluster.

Changes were also noted in job level aspirations. A far greater percentage of males in all curriculum groups aspired to the managerial level of employment. Percentages increased from 5.3 to 17.7 in the College Preparatory group, 4.3 to 19.5 in the General curriculum group and from 4.8 to 20.2 in the Vocational curriculum group. Also there was a noticeable increase in percentage of males in all curriculum groups in the supervisory and skilled levels of employment.

These changes in job aspiration probably represent a more realistic viewpoint of the respondents into the real world of work.

TABLE XVI

KIND OF JOB GRADUATES WOULD LIKE MOST TO HAVE NOW

Kind of Job	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Career Clusters												
Agri-business and Natural Resources	41	7.7	2	.4	85	11.0	4	.5	12	14.3	2	1.3
Business and Office	84	15.8	87	15.6	113	14.7	234	29.2	9	10.7	71	46.2
Communication and Media	9	1.7	10	1.8	23	3.0	15	1.9	1	1.2	-	-
Construction	23	4.3	2	.4	50	6.5	2	.2	8	9.5	1	.6
Consumer & Homemaking	-	-	8	1.4	-	-	16	1.9	1	1.2	3	1.9
Environment	9	1.7	6	1.2	7	.9	12	1.5	2	2.4	2	1.3
Fine Arts & Humanities	4	.8	7	1.3	12	1.6	6	.7	3	3.6	-	-
Health	22	4.2	43	7.7	17	2.2	52	6.5	3	3.6	12	7.8
Hospitality & Recreation	7	1.3	-	-	2	.3	3	.4	-	-	-	-
Manufacturing	15	2.8	2	.4	22	2.9	3	.4	3	3.6	-	-
Marine Science	6	1.1	1	.2	2	.3	-	-	1	1.2	-	-
Marketing & Distribution	28	5.3	9	1.6	48	6.2	13	1.6	3	3.6	2	1.3
Personal Service	31	5.9	37	6.6	20	2.6	47	5.9	2	2.4	9	5.9
Public Service	117	22.1	206	37.0	135	17.5	146	18.2	12	14.3	11	7.1
Transportation	10	1.9	1	.2	21	2.7	1	.1	1	1.2	-	-
No reply	124	23.4	135	24.2	212	27.6	248	31.0	23	27.2	41	26.6
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 98.41$ with 45 df - highly significant at .01 $P < .01$

[2] $X^2 = 183.01$ with 42 df - highly significant at .01 $P < .01$

(Continued)

TABLE XVI (Continued)

Kind of a Job	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Job Level												
Professional	196	37.0	293	52.7	167	21.7	211	26.3	11	13.1	20	13.0
Technical	45	8.5	19	3.4	57	7.4	22	2.8	2	2.4	3	1.9
Managerial	94	17.7	26	4.7	150	19.5	37	4.6	17	20.2	5	3.2
Supervisory	27	5.1	22	3.9	49	6.4	21	2.6	2	2.4	-	-
Sales	29	5.5	12	2.2	39	5.1	16	2.0	4	4.8	4	2.6
Clerical	9	1.7	52	9.4	16	2.1	200	24.9	1	1.2	59	38.3
Skilled	19	3.6	13	2.3	78	10.2	48	6.0	20	23.7	17	11.0
Semi-skilled	5	.9	1	.2	14	1.8	12	1.5	3	3.6	2	1.4
Unskilled	2	.4	1	.2	8	1.0	1	.1	2	2.4	-	-
No reply	104	19.6	117	21.0	191	24.8	234	29.2	22	26.2	44	28.6
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 119.91$ with 27 df - highly significant at .01 $P < .01$

[2] $X^2 = 251.69$ with 27 df - highly significant at .01 $P < .01$

Job Expectations Five Years from Now

Analysis of data in Table XVII reveals a highly significant difference among all respondents in the three curriculum groups, as verified by the chi-square test of significance. Data in Table XVII reveal that all respondents are a rather stable group. Over two-thirds of all groups indicated that five years from now they expected to be working in the same job they have now or working with the same company but in a better job. Nearly one-third of all females in each of the three groups merely listed "other" in their expectations, which could mean that they did not expect to remain in the job market. It is also interesting to note that more females planned to go back to school. Over 10 per cent of all females planned to go back to school, while less than 3 per cent of the males planned to go back.

Income Expectations Five Years from Now

Information in Table XVIII indicate that the males in the College Preparatory curriculum had greater income expectations than any other group. Over 80 per cent of this group expected to have an income of over $10,000 five years from now. An inter-curriculum comparison reveals some difference; however, a large per cent of all males expected to have an income of over $10,000. The big difference in income expectations existed between sex; fewer females expected incomes of over $10,000; however, a large per cent of all females expected their spouses' income to be over $10,000. When the chi-square test was applied to these data, highly significant differences were observed among respondents of the three curriculum groups in income expectations five years from now.

TABLE XVII

JOB EXPECTATIONS FIVE YEARS FROM NOW

Expectations	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Working in same job I now have	175	33.0	182	32.8	245	31.9	199	24.8	36	42.8	33	21.4
Working with same company but in a better job	188	35.5	68	12.2	325	42.2	93	11.5	22	26.2	21	13.7
Working with another company in a better job	52	9.8	25	4.5	67	8.7	51	6.4	13	15.5	6	3.9
Going back to school	16	3.0	68	12.2	8	1.0	90	11.2	3	3.6	14	9.1
Other	77	14.5	169	30.4	89	11.6	276	34.4	7	8.3	55	35.7
No reply	22	4.2	44	7.9	35	4.6	93	11.7	3	3.6	25	16.2
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^1 = 46.97$ with 15 df - highly significant at .01 $P < .01$

[2] $X^2 = 55.50$ with 15 df - highly significant at .01 $P < .01$

TABLE XVIII

INCOME EXPECTATIONS FIVE YEARS FROM NOW

Income	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
My Income												
Less than $2,000	9	1.7	27	4.8	7	.9	49	6.1	-	-	5	3.2
$2,000 - $3,999	2	.4	11	2.0	1	.1	26	3.2	1	1.2	11	7.1
$4,000 - $5,999	-	-	25	4.5	8	1.0	68	8.5	3	3.6	18	11.7
$6,000 - $7,999	12	2.3	70	12.6	31	4.0	99	12.3	11	13.1	18	11.7
$8,000 - $9,999	50	9.4	121	21.7	95	12.4	92	11.5	11	13.1	12	7.8
Over $10,000	429	80.9	161	29.0	552	71.8	120	15.0	50	59.5	16	10.4
No reply	28	5.3	141	25.4	75	9.8	348	43.4	8	9.5	74	48.1
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 78.80 with 18 df - highly significant at .01 $P < .01$

[2] X^2 =153.67 with 18 df - highly significant at .01 $P < .01$

(Continued)

TABLE XVIII (Continued)

Income	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Spouse's Income												
Less than $2,000	91	17.2	19	3.4	86	11.2	15	1.9	15	17.9	3	1.9
$2,000 - $3,999	9	1.7	2	.4	27	3.5	-	-	2	2.4	3	1.9
$4,000 - $5,999	29	5.5	4	.7	70	9.1	15	1.9	11	13.1	4	2.7
$6,000 - $7,999	59	11.1	21	3.8	73	9.5	52	6.5	7	8.3	5	3.2
$8,000 - $9,999	54	10.2	57	10.2	58	7.5	81	10.1	5	6.0	24	15.6
Over $10,000	67	12.6	348	62.6	92	12.0	447	55.7	8	9.5	75	48.7
No reply	221	41.7	105	18.9	363	47.2	192	23.9	36	42.8	40	26.0
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 44.05$ with 18 df - highly significant at .01 $P < .01$

[2] $X^2 = 81.99$ with 18 df - highly significant at .01 $P < .01$

Post High School Institution Attended and Curricula Pursued in High School

The subjects who participated in this study were asked to complete part III--Post High School Education or Training--if they had continued their education beyond high school. The responses are categorized in Table XIX. Data indicate that most respondents--nearly 95 per cent of the College Preparatory group, about 75 per cent of the General curriculum group and almost 70 per cent of the Vocational curriculum group--did attend some type of post high school institution.

It is apparent that a large number of high school graduates attended college--76.2 per cent of males, 77.1 per cent of females in the College Preparatory curriculum; 48.2 per cent of males and 32.9 per cent of females in the General curriculum and 14.3 per cent of males and 13.7 per cent of females in Vocational curriculum. These percentages represent a little more than one-half of all respondents.

The vocational-technical schools attracted the next largest number of high school graduates. Nearly 5 per cent of both males and females in the College Preparatory curriculum group; 11.8 per cent of the males and 14.2 per cent of the females in the General curriculum group and 34.5 per cent of males and 36.4 per cent of females in the Vocational curriculum group attended vocational-technical schools. Further analysis of data in Table XIX reveals that a large number (approximately 80 per cent) of Louisiana high school graduates continue their education beyond high school. The large number of graduates going on to higher education considerably reduced the total available for employment immediately after graduation.

TABLE XIX

POST HIGH SCHOOL INSTITUTION ATTENDED AND CURRICULA PURSUED IN HIGH SCHOOL

Kind of Institution	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
College or University	404	76.2	429	77.1	328	42.8	264	32.9	12	14.3	21	13.7
Vocational-Technical School	26	4.9	25	4.5	91	11.8	114	14.2	29	34.5	56	36.4
Business College	9	1.7	21	3.8	24	3.1	81	10.1	4	4.8	19	12.3
Junior College	10	1.9	2	.4	12	1.6	18	2.3	1	1.2	2	1.3
Beauty School	-	-	8	1.4	1	.1	41	5.1	1	1.2	7	4.5
Barber College	2	.4	2	.4	8	1.0	2	.2	4	4.8	-	-
Other	51	9.6	36	6.5	94	12.2	47	5.9	6	7.1	9	5.8
No reply	28	5.3	33	5.9	211	27.4	235	29.3	27	32.1	40	26.0
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 342.91 with 21 df - highly significant at .01 $P < .01$

[2] X^2 = 528.99 with 21 df - highly significant at .01 $P < .01$

Respondents Completing Post High School Training Program

Data recorded in Table XX reveals a highly significant difference at the .01 ($P < .01$) level of confidence among respondents in the three curriculum groups in their response to completing post high school training programs. Data also reveal that 63.6 per cent of the males and 61.2 per cent of the females in the College Preparatory curriculum; 26.5 per cent of males and 19.1 per cent of the females in the General curriculum and 8.3 per cent of the males and 3.2 per cent of the females in the Vocational curriculum completed training in a college or university. These data also reveal that 2.6 per cent of males and 1.8 per cent of females in College Preparatory; 7.3 per cent of males and 6.4 per cent of females in the General curriculum completed training in vocational-technical schools.

A high proportion of those who enrolled in the various post high school training programs have completed this training. There is only one possible exception--females who had pursued the Vocational curriculum. Most of this one group failed to respond to this question, so their persistence in post high school training is not known.

Attention is called to the group that did not complete their post high school training program. A rather high per cent of all respondents; 16.2 per cent of males and 21.0 per cent of females in the College Preparatory curriculum, 23.3 per cent of males and 38.9 per cent of females in General curriculum and 26.2 per cent of the males and 3.9 per cent of females in Vocational curriculum report that they failed to finish their post high school training program. These percentages represent about one-third of the group that started a post high school training program.

TABLE XX

RESPONDENTS COMPLETING POST-HIGH SCHOOL TRAINING PROGRAM

Post-High School Training	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
College or University	337	63.6	340	61.2	204	26.5	153	19.1	7	8.3	5	3.2
Vocational-Technical School	14	2.6	10	1.8	56	7.3	51	6.4	15	17.8	2	1.3
Business College	5	.9	12	2.2	17	2.2	52	6.5	1	1.2	1	.7
Junior College	6	1.1	2	.4	8	1.1	11	1.3	1	1.2	-	-
Beauty College	-	-	4	.7	1	.1	32	4.0	1	1.2	-	-
Barber College	2	.4	2	.4	8	1.0	-	-	4	4.8	-	-
Other	39	7.4	23	4.1	72	9.4	31	3.9	5	6.0	-	-
Did not finish course	86	16.2	117	21.0	179	23.3	312	38.9	22	26.2	6	3.9
No reply	41	7.8	46	8.2	224	29.1	160	19.9	28	33.3	140	90.9
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 185.43 with 6 df - highly significant at .01 $P < .01$

[2] X^2 = 284.51 with 6 df - highly significant at .01 $P < .01$

Amount of Post High School Training Completed

Table XXI present data that reveal the amount of the post high school training program completed by individuals in all three curriculum groups. There was a tendency for the General group to drop out of college training earlier--5.2 per cent of the males and 3.5 per cent of the females dropped out after the first year. However, further analysis of data in Table XXI reveals no significant difference in the amount of college or university training completed by all three curriculum groups.

These data indicate that a very small per cent of the participants in this study are still in training. Nearly all of the respondents have terminated their training programs. This would indicate that most are employed or they are available for employment.

Evaluation of High School Courses in Learning New Skills Required in Post High School Training

The relationship among all respondents in the three curriculum groups and their evaluation of high school courses in learning new skills required in post high school training was highly significant at the .01 level of confidence. Information in Table XXII reflect the percentage of respondents claiming various degrees of benefit from their high school courses. Of the three groups, the College Preparatory curriculum group appears to evaluate their high school courses as more beneficial in learning new skills in post high school training than either the General or Vocational groups. These data further support the claims that the high school curricula are formulated for the college bound student. However, only 44.5 per cent of males and 51.6 per cent of the females of the College Preparatory curriculum group indicate

TABLE XXI

AMOUNT OF POST-HIGH SCHOOL TRAINING PROGRAM COMPLETED

Amount Completed	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
College or University												
Still in training	6	1.1	9	1.6	8	1.0	8	1.0	2	2.4	-	-
One-fourth	6	1.1	18	3.2	40	5.2	28	3.5	-	-	2	1.3
One-third	6	1.1	4	.7	5	.7	3	.4	-	-	1	.7
One-half	14	2.7	22	4.0	24	3.1	27	3.4	2	2.4	3	1.9
Two-thirds	4	.8	8	1.4	7	.9	9	1.1	-	-	1	.7
Three-fourths	20	3.8	20	3.6	23	3.0	22	2.7	1	1.2	3	1.9
No reply	474	89.4	475	85.5	662	86.1	705	87.9	79	94.0	144	93.5
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 30.21 with 18 df - not significant at .01 $P > .01$ (.03)

[2] X^2 = 32.78 with 18 df - not significant at .01 $P > .01$ (.02)

(Continued)

TABLE XXI (Continued)

Amount Completed	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Vocational-Technical School												
Still in training	-	-	2	.4	2	.3	2	.3	2	2.4	2	1.3
One-fourth	2	.4	8	1.4	5	.7	14	1.7	4	4.8	9	5.8
One-third	-	-	-	-	5	.7	4	.5	1	1.2	1	.7
One-half	2	.4	3	.5	9	1.1	14	1.7	1	1.2	4	2.6
Two-thirds	-	-	-	-	2	.3	1	.2	-	-	2	1.3
Three-fourths	4	.8	-	-	8	1.0	21	2.6	3	3.6	9	5.8
No reply	522	98.4	543	97.7	738	95.9	746	93.0	73	86.8	127	82.5
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 40.86$ with 21 df - highly significant at .01 $P < .01$

[2] $X^2 = 71.15$ with 15 df - highly significant at .01 $P < .01$

TABLE XXII

EVALUATION OF HIGH SCHOOL COURSES IN LEARNING NEW SKILLS REQUIRED IN POST-HIGH SCHOOL TRAINING

	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
Response	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Of considerable benefit	236	44.5	287	51.6	158	20.5	223	27.8	24	28.5	56	36.4
Of some benefit	200	37.7	190	34.2	295	38.4	259	32.3	26	31.0	43	27.9
Of little benefit	43	8.1	31	5.6	104	13.5	61	7.6	6	7.1	10	6.5
Of no benefit	11	2.1	8	1.4	26	3.4	20	2.5	2	2.4	3	1.9
No reply	40	7.6	40	7.2	186	24.2	239	29.8	26	31.0	42	27.3
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 188.47 with12 df - highly significant at .01 $P < .01$

[2] X^2 = 254.94 with 12 df - highly significant at .01 $P < .01$

that their high school courses were of considerable benefit in learning new skills required in post high school training. The General curriculum group and the Vocational curriculum group did not evaluate their high school courses nearly as high. Over 40 per cent of both of the above listed groups indicated that their high school courses were of little or no benefit or they did not reply.

Specific Courses Helpful in Learning New Skills Required in Post High School Training

Figures in Table XXIII reveal a highly significant difference among all respondents when indicating specific courses helpful in learning new skills required in post high school training. English and business education lead the list for females and math appears to head the list for males; however, it was disappointing that more than 50 per cent of all respondents did not reply when asked to list the courses helpful in learning new skills required in post high school training.

Type or Kind of Military Training Received

All subjects were given an opportunity to record their experiences in military service. Analysis of data in Table XXIV reveals considerable differences among the male respondents in the three curriculum groups, as verified by the chi-square test of significance. No significant difference was noted for the female respondents.

Data reveal that approximately 70 per cent of the males--68.9 per cent in the College Preparatory curriculum, 61.8 per cent in the General curriculum and 76.2 per cent of the Vocational curriculum did not reply. Also, over 99 per cent of the females did not reply. The no replies indicate that they were not in military service. It is interesting to

TABLE XXIII

COURSES HELPFUL IN LEARNING NEW SKILLS REQUIRED IN POST-HIGH SCHOOL TRAINING

Courses	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
English	56	10.6	106	19.1	45	5.9	82	10.3	2	2.4	6	3.9
Math	126	23.8	70	12.6	130	16.9	40	5.0	15	17.8	9	5.8
Science	39	7.4	32	5.7	27	3.5	28	3.5	4	4.7	6	3.9
Social Studies	4	.8	7	1.3	14	1.8	9	1.1	-	-	3	1.9
Health & P.E.	1	.2	2	.4	3	.4	1	.1	-	-	1	.7
Home Economics	-	-	9	1.6	-	-	10	1.3	-	-	3	1.9
Agriculture	14	2.6	-	-	14	1.9	1	.1	3	3.6	1	.7
Business Education	24	4.5	55	9.9	38	4.9	154	19.2	3	3.6	48	31.2
Other Vocational	5	.9	6	1.1	7	.9	1	.1	3	3.6	-	-
No reply	261	49.2	269	48.3	491	63.8	476	59.3	54	64.3	77	50.0
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 59.28 with 24 df - highly significant at .01 $P < .01$

[2] X^2 = 175.12 with 27 df - highly significant at .01 $P < .01$

TABLE XXIV

TYPE OR KIND OF MILITARY TRAINING RECEIVED

Training	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Leadership	33	6.2	1	.2	33	4.3	1	.1	-	-	-	-
Technical	91	17.2	3	.5	174	22.6	1	.1	9	10.7	-	-
Clerical	24	4.5	-	-	43	5.6	2	.3	2	2.4	1	.6
Other	16	3.0	1	.2	44	5.7	-	-	9	10.7	-	-
None	1	.2	-	-	-	-	-	-	-	-	-	-
No reply	365	68.9	551	99.1	475	61.8	798	99.5	64	76.2	153	99.4
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 37.98 with 12 df - highly significant at .01 P< .01

[2] X^2 = 9.81 with 12 df - not significant at .01 P> .01 (.97)

note that the largest per cent indicating military service was in the General curriculum group.

Of those replying, all but one indicated that they received some type or kind of military training. Data indicate that the largest group received training in the technical field. The next most common types of training were clerical and leadership.

Courses Helpful in Military Training

Analysis of data in Table XXV reveals no significant differences among respondents in the three curriculum groups in response to courses helpful in military service. Math, English, science, and business education were the courses that appeared to be most helpful to respondents in military training. Nearly 90 per cent of all respondents did not reply.

Evaluation of High School Courses in Preparing for Military Service Job

The subjects were asked to evaluate their high school courses in preparing them for military service jobs. Analysis of data in Table XXVI reveals no significant difference among male respondents in the three curriculum groups in response to use of machines and equipment and communication skills, however, considerable differences among male respondents did exist in job skills, mathematical skills and science skills, as verified by the chi-square test of significance. The chi-square test revealed no significant difference among the female respondents in the three curriculum groups in the attributes observed.

A further analysis reveals that those who experienced military service were evenly divided in their opinion concerning the value of high school courses in preparing them for military service jobs.

TABLE XXV

COURSES HELPFUL IN MILITARY TRAINING

Courses	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
English	12	2.3	1	.2	21	2.7	1	.1	1	1.2	1	.6
Math	40	7.5	2	.4	67	8.7	-	-	6	7.1	-	-
Science	12	2.3	1	.2	10	1.3	-	-	-	-	-	-
Social Studies	3	.6	-	-	3	.4	-	-	1	1.2	-	-
Health & P.E.	5	.9	-	-	7	.9	1	.1	1	1.2	-	-
Home Economics	-	-	-	-	-	-	-	-	-	-	-	-
Agriculture	3	.6	-	-	5	.7	1	.1	2	2.4	-	-
Business Education	19	3.6	-	-	44	5.7	-	-	1	1.2	-	-
Other Vocational	3	.6	-	-	5	.7	-	-	1	1.2	-	-
No reply	433	81.6	552	99.2	607	78.9	799	99.7	71	84.5	153	99.4
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 21.04 with 24 df - not significant at .01 P> .01 (.50)

[2] X^2 = 9.87 with 24 df - not significant at .01 P> .01 (.99)

TABLE XXVI

EVALUATION OF HIGH SCHOOL COURSES IN PREPARING FOR MILITARY SERVICE JOB

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Use of Machines and Equipment												
Very well prepared	21	4.0	-	-	40	5.2	-	-	5	6.0	-	-
Well prepared	26	4.9	-	-	54	7.0	1	.1	2	2.3	-	-
Moderately prepared	33	6.2	2	.4	78	10.2	1	.1	4	4.8	-	-
Poorly prepared	22	4.1	2	.4	46	6.0	-	-	2	2.3	1	.6
Not prepared	28	5.3	-	-	39	5.1	1	.1	3	3.6	-	-
Does not apply	59	11.1	-	-	71	9.2	1	.1	4	4.8	-	-
No reply	341	64.4	552	99.2	441	57.3	798	99.6	64	76.2	153	99.4
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 32.19 with 18 df - not significant at .01 P> .01 (.02)

[2] X^2 = 8.90 with 18 df - not significant at .01 P> .01 (.99)

(Continued)

TABLE XXVI (Continued)

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Job Skills												
Very well prepared	20	3.8	1	.2	24	3.1	-	-	4	4.8	-	-
Well prepared	33	6.2	-	-	43	5.6	1	.1	5	6.0	-	-
Moderately prepared	33	6.2	3	.5	113	14.7	1	.1	6	7.0	-	-
Poorly prepared	15	2.8	-	-	38	4.9	-	-	1	1.2	-	-
Not prepared	25	4.7	-	-	39	5.1	1	.1	3	3.6	1	.6
Does not apply	63	11.9	1	.2	65	8.5	2	.2	3	3.6	-	-
No reply	341	64.4	551	99.1	447	58.1	797	99.5	62	73.8	153	99.4
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 43.86 with 18 df - highly significant at .01 $P < .01$

[2] X^2 = 10.81 with 18 df - not significant at .01 $P > .01$ (.99)

(Continued)

TABLE XXVI (Continued)

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Mathematical Skills												
Very well prepared	60	11.3	1	.2	52	6.8	-	-	4	4.8	-	-
Well prepared	58	10.9	2	.4	95	12.4	1	.1	5	6.0	-	-
Moderately prepared	42	7.9	2	.4	119	15.4	2	.3	9	10.7	1	.6
Poorly prepared	10	1.9	-	-	27	3.5	-	-	1	1.2	-	-
Not prepared	5	.9	-	-	9	1.2	-	-	-	-	-	-
Does not apply	25	4.7	-	-	30	3.9	1	.1	2	2.3	-	-
No reply	330	62.4	551	99.0	437	56.8	798	99.5	63	75.0	153	99.4
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 43.91$ with 18 df - highly significant at .01 $P < .01$

[2] $X^2 = 5.46$ with 20 df - not significant at .01 $P > .01$ (.99)

(Continued)

TABLE XXVI (Continued)

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Science Skills												
Very well prepared	51	9.6	1	.2	22	2.9	-	-	4	4.8	-	-
Well prepared	52	9.8	2	.4	71	9.2	3	.4	2	2.4	-	-
Moderately prepared	40	7.5	2	.4	110	14.3	-	-	6	7.0	1	.6
Poorly prepared	12	2.3	-	-	32	4.2	-	-	3	3.6	-	-
Not prepared	3	.6	-	-	12	1.6	-	-	1	1.2	-	-
Does not apply	39	7.4	-	-	78	10.1	1	.1	4	4.8	-	-
No reply	333	62.8	551	99.0	444	57.7	798	99.5	64	76.2	153	99.4
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 69.93$ with 18 df - highly significant at .01 $P < .01$

[2] $X^2 = 24.25$ with 18 df - not significant at .01 $P > .01$ (.50)

(Continued)

TABLE XXVI (Continued)

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Communication Skills												
Very well prepared	50	9.4	2	.4	45	5.9	1	.1	2	2.4	-	-
Well prepared	45	8.5	-	-	77	10.0	1	.1	4	4.8	1	.6
Moderately prepared	45	8.5	3	.5	85	11.1	2	.3	8	9.4	-	-
Poorly prepared	15	2.8	-	-	37	4.8	-	-	3	3.6	-	-
Not prepared	12	2.3	-	-	33	4.2	-	-	2	2.4	-	-
Does not apply	32	6.0	-	-	49	6.4	1	.1	2	2.4	-	-
No reply	331	62.5	551	99.1	443	57.6	797	99.4	63	75.0	153	99.4
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 32.49 with 18 df - not significant at .01 P > .01 (.02)

[2] X^2 = 8.60 with 18 df - not significant at .01 P > .01 (.98)

However, it is important to note that in areas of job skills and use of machines and equipment, the General and Vocational curriculum groups indicate they were better prepared than did the College Preparatory group. The College Preparatory group indicate they were better prepared in mathematical skills, science skills and communication skills.

Occupational Experiences

One of the major objectives of this study was to determine the occupational experiences of Louisiana high school graduates. All subjects were given an opportunity to respond to questions concerning their present and first job. This section analyzes responses given concerning the respondents' first job and present job.

Current Employment Status

A review of data in Table XXVII revealsa highly significant difference among all respondents in the three curriculum groups in reference to their current employment status. Although the chi-square test reveals considerable differences in all groups, further analysis of data reveals that these differences exist in frequency count rather than percentages.

Over 90 per cent of all males--92.0 per cent of the College Preparatory curriculum, 95.3 per cent of the General curriculum, and 94.0 per cent of the Vocational curriculum were employed. Approximately 50 per cent of the female respondents were employed full-time with another 8 to 10 per cent employed part-time. Over one-third of all female respondents--33.0 per cent of the College Preparatory curriculum, 42.8 per cent of the General curriculum and 50.6 per cent of the

TABLE XXVII

CURRENT EMPLOYMENT STATUS

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Employed	488	92.0	312	56.0	733	95.3	358	44.6	79	94.0	56	36.4
Employed part-time	13	2.5	40	7.2	12	1.5	61	7.6	-	-	14	9.1
Not employed	17	3.2	15	2.7	16	2.1	31	3.9	3	3.6	2	1.3
Homemaker	2	.4	183	33.0	5	.7	343	42.8	1	1.2	78	50.6
No reply	10	1.9	6	1.1	3	.4	9	1.1	1	1.2	4	2.6
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 50.20$ with 12 df - highly significant at .01 $P < .01$

[2] $X^2 = 58.23$ with 12 df - highly significant at .01 $P < .01$

Vocational curriculum reported they were homemakers. These data show a very low percentage of all respondents--approximately 3 per cent -- unemployed.

Graduates Present and First Area of Employment

The "cluster concept" along with the level of employment was used to classify the responses of graduates in their present and first areas of employment. The graduates' present area of employment is presented in Tables XXVIII and XXIX, while their first area of employment is presented in Tables XXX and XXXI. Analysis of these data reveals a highly significant difference at the .01 ($P < .01$) level of confidence among all respondents in all three curriculum groups. Thus, the conclusion is reached that the groups compared are actually different in the attributes observed. These differences are to be seen more in frequency than in percentages. Very little difference is revealed in percentages as long as one curriculum group is compared with another in the same sex group.

Interesting observations may be made when comparing data between present level and first level of employment (Tables XXIX and XXXI). The subjects in all three curriculum groups appear to have moved up the occupational ladder. Data reveal that 42.2 per cent of the males in the College Preparatory group, 23.4 per cent of the males in the General curriculum group and 26.6 per cent of the males in the Vocational curriculum group reported that in their first job they were in the three highest levels of employment. In their present job 69.4 per cent of males in the College Preparatory group, 50.1 per cent of males in the General curriculum group and 31.0 per cent of males in the Vocational curriculum considered they were in the three highest levels of employment.

TABLE XXVIII

GRADUATES PRESENT AREA OF EMPLOYMENT

Area of Employment	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Agri-business and Natural Resources	37	7.0	1	.2	92	11.9	3	.4	12	14.3	1	.6
Business and Office	98	18.5	70	12.6	110	14.3	192	24.0	5	5.9	42	27.3
Communication & Media	13	2.5	8	1.4	38	4.9	12	1.5	1	1.2	2	1.3
Construction	35	6.6	2	.3	82	10.7	-	-	12	14.3	-	-
Consumer and Home-making Education	1	.2	7	1.3	4	.5	15	1.9	1	1.2	1	.6
Environment	3	.6	-	-	2	.3	3	.4	-	-	-	-
Fine Arts & Humanities	6	1.0	8	1.4	4	.5	7	.9	-	-	1	.6
Health	34	6.4	27	4.9	24	3.1	31	3.9	1	1.2	7	4.5
Hospitality and Recreation	3	.6	1	.2	-	-	1	.1	-	-	-	-
Manufacturing	32	6.0	1	.2	55	7.1	5	.6	8	9.5	-	-
Marine Science	2	.4	-	-	2	.3	-	-	-	-	-	-

(Continued)

TABLE XXVIII (Continued)

Area of Employment	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Marketing & Distribution	29	5.5	9	1.6	81	10.5	21	2.6	6	7.1	5	3.2
Personal Service	30	5.7	31	5.6	36	4.7	50	6.2	7	8.3	11	7.1
Public Service	157	29.6	204	36.7	170	22.1	107	13.3	15	17.8	9	5.8
Transportation	10	1.9	2	.4	32	4.2	3	.4	5	5.9	-	-
No reply	40	7.5	185	33.2	37	4.9	352	43.8	11	13.3	75	49.0
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 125.60$ with 45 df - highly significant at .01 $P < .01$

[2] $X^2 = 217.18$ with 45 df - highly significant at .01 $P < .01$

TABLE XXIX

GRADUATES PRESENT LEVEL OF EMPLOYMENT

	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
Level of Employment	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Professional	227	42.8	249	44.8	152	19.8	125	15.6	7	8.3	10	6.5
Technical	56	10.6	12	2.2	87	11.3	13	1.6	10	11.9	2	1.3
Managerial	85	16.0	18	3.2	146	19.0	28	3.5	9	10.8	6	3.9
Supervisory	27	5.1	10	1.8	58	7.5	18	2.2	4	4.8	1	.6
Sales	31	5.8	12	2.2	53	6.9	19	2.4	4	4.8	5	3.2
Clerical	19	3.6	50	9.0	29	3.8	164	20.4	1	1.2	38	24.7
Skilled	38	7.2	13	2.3	152	19.8	51	6.4	28	33.3	13	8.4
Semi-skilled	10	1.9	3	.5	39	5.0	23	2.9	5	5.9	3	1.9
Unskilled	2	.4	5	.9	16	2.1	6	.7	6	7.1	1	.6
No reply	35	6.6	184	33.1	37	4.8	355	44.3	10	11.9	75	48.9
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] χ^2 = 201.42 with 27 df - highly significant at .01 $P < .01$

[2] χ^2 = 277.79 with 27 df - highly significant at .01 $P < .01$

TABLE XXX

GRADUATES' FIRST AREA OF EMPLOYMENT

Area of Employment	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Agri-business and Natural Resources	31	5.8	2	.4	83	10.8	1	.1	9	10.7	-	-
Business & Office	83	15.7	135	24.3	85	11.0	312	39.0	6	7.1	91	59.1
Communication & Media	11	2.1	10	1.8	24	3.1	35	4.4	2	2.4	9	5.8
Construction	32	6.0	2	.4	110	14.3	2	.2	15	17.9	-	-
Consumer & Homemaking Education	-	-	5	.9	1	.1	6	.7	-	-	-	-
Environment	4	.7	1	.2	2	.3	1	.1	-	-	-	-
Fine Arts & Humanities	6	1.1	7	1.3	3	.4	3	.4	-	-	2	1.3
Health	26	4.9	37	6.6	13	1.7	32	4.0	-	-	4	2.6
Hospitality & Recreation	1	.2	1	.2	1	.1	2	.2	-	-	-	-
Manufacturing	21	4.0	1	.2	50	6.5	10	1.2	5	5.9	2	1.3
Marine Science	2	.4	-	-	-	-	-	-	1	1.2	-	-

(Continued)

TABLE XXX (Continued)

Area of Employment	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Marketing and Distribution	36	6.8	11	2.0	64	8.3	29	3.6	5	5.9	4	2.6
Personal Service	23	4.3	34	6.1	33	4.3	48	6.0	5	5.9	5	3.2
Public Service	118	22.3	206	36.9	130	17.0	120	15.0	10	11.9	5	3.2
Transportation	12	2.3	-	-	44	5.7	1	.1	6	7.1	1	.6
No reply	124	23.4	104	18.7	126	16.4	200	25.0	20	24.0	31	20.3
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 148.35$ with 45 df - highly significant at .01 $P < .01$

[2] $X^2 = 265.12$ with 45 df - highly significant at .01 $P < .01$

TABLE XXXI

GRADUATES' FIRST LEVEL OF EMPLOYMENT

	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
Level of Employment	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Professional	155	29.2	248	44.6	85	11.0	111	13.8	3	3.5	6	3.9
Technical	33	6.2	18	3.2	55	7.1	18	2.2	9	10.7	1	.6
Managerial	36	6.8	6	1.1	41	5.3	2	.2	2	2.4	1	.6
Supervisory	19	3.6	6	1.1	15	1.9	9	1.1	-	-	-	-
Sales	36	6.8	13	2.3	58	7.5	25	3.1	5	5.9	6	3.9
Clerical	42	8.0	123	22.1	54	7.0	309	38.5	5	5.9	84	54.5
Skilled	31	5.8	25	4.5	129	16.8	62	7.8	18	21.4	14	9.1
Semi-skilled	34	6.4	6	1.1	117	15.2	42	5.2	16	19.0	8	5.2
Unskilled	22	4.1	9	1.6	93	12.1	25	3.1	7	8.3	5	3.2
No reply	122	23.1	102	18.4	122	16.1	199	25.0	19	22.9	29	19.0
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 197.18 with 27 df - highly significant at .01 $P < .01$

[2] X^2 = 317.15 with 27 df - highly significant at .01 $P < .01$

This move up the occupational ladder to the three highest levels of employment is particularly noticeable in the College Preparatory and General curriculum groups.

Relatively few of the respondents have remained in the unskilled level of employment. There has been a general trend upward on the occupational scale by the employees.

Data reveal that females in all three curriculum groups have left the clerical level of employment and to some extent have moved up the occupational ladder.

Evaluation of High School Training in Preparing for Job Entry

The respondents' evaluation of high school training in preparing for job entry is presented in Table XXXII. Data reveal considerable differences among all respondents in the three curriculum groups, as verified by the chi-square test of significance. The chi-square tests on response in present job and first job for all groups were highly significant at the .01 (P .01) level for both males and females.

Over 70 per cent of all males indicate that their high school training was "very helpful" or "of some help" in their present job. The percentages in these categories are not as high for their first job; however, "no reply" in first job may mean that the first job and present job is the same.

Attention is called to the males in the General curriculum group. Data show that over 30 per cent felt that their high school training was "of little help" or "of no help" in their first job.

TABLE XXXII

EVALUATION OF HIGH SCHOOL TRAINING IN PREPARING FOR JOB ENTRY

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Present Job												
Very helpful	178	33.6	145	26.1	219	28.5	193	24.1	34	40.5	38	24.6
Of some help	223	42.1	168	30.2	349	45.3	214	26.7	27	32.1	32	20.8
Of little help	69	13.0	47	8.4	120	15.6	42	5.2	14	16.7	6	3.9
Of no help	19	3.6	12	2.2	44	5.7	21	2.6	3	3.6	5	3.2
No reply	41	7.7	184	33.1	37	4.9	332	41.4	6	7.1	73	47.5
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 39.30$ with 12 df - highly significant at .01 $P < .01$

[2] $X^2 = 34.13$ with 12 df - highly significant at .01 $P < .01$

First Job												
Very helpful	122	23.0	175	31.5	127	16.5	234	29.2	23	27.4	72	46.5
Of some help	187	35.3	184	33.1	276	35.8	251	31.3	25	29.8	40	26.0
Of little help	59	11.1	45	8.1	163	21.2	76	9.5	13	15.4	10	6.5
Of no help	31	5.8	16	2.9	78	10.1	25	3.1	6	7.1	3	2.0
No reply	131	24.8	136	24.4	125	16.4	216	26.9	17	20.3	29	19.0
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 61.77$ with 12 df - highly significant at .01 $P < .01$

[2] $X^2 = 50.07$ with 12 df - highly significant at .01 $P < .01$

High School Courses Benefitting Respondents Most

Graduates were asked to specify the courses benefitting them most with respect to their present job and first job. These data are presented in Table XXXIII and reveal the relationship among all respondents in all three curriculum groups to be highly significant at the .01 level of confidence. These data also reveal that more than one-half of all respondents failed to specify any one course by failing to reply.

English, mathematics, science and business education continue to be evaluated as courses benefitting respondents most by all curriculum groups. Very little difference in value of courses between present job and first job is noted except for business education by the female respondents in all curriculum groups. Business education appears to be of less importance in their present job than in their first job. It decreased in importance from 18.3 per cent to 10.6 per cent in the College Preparatory group, from 30.5 per cent to 20.0 in the General curriculum group and from 44.1 per cent to 26.0 per cent in the Vocational curriculum group.

Degree to which High School Courses Prepared Graduates for Jobs by Skill Area

Statistics presented in Table XXXIV indicate the degree to which the respondents felt that high school courses prepared them for jobs by skill areas in both their present job and their first job. It was revealed that relationships among all respondents in all three curriculum groups were highly significant at the .01 level of confidence in the use of machines and equipment, job skills, mathematical skills, science

TABLE XXXIII

HIGH SCHOOL COURSES BENEFITTING RESPONDENTS MOST

Courses	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Present Job												
English	72	13.6	78	14.0	70	9.1	66	8.2	6	7.1	7	4.5
Math	139	26.2	37	6.6	223	29.0	52	6.5	27	32.1	5	3.2
Science	37	7.0	24	4.3	27	3.5	10	1.2	3	3.6	5	3.2
Health & P. E.	8	1.5	6	1.1	10	1.3	6	.7	1	1.2	-	-
Social Studies	11	2.1	7	1.3	14	1.8	2	.2	2	2.4	-	-
Home Economics	1	.2	14	2.5	1	.1	38	4.7	-	-	7	4.5
Agriculture	16	3.0	-	-	37	4.8	1	.1	6	7.1	-	-
Business Education	34	6.4	59	10.6	53	6.9	160	20.0	5	5.9	40	26.0
Other Vocational	9	1.7	6	1.1	22	2.9	3	.4	7	8.3	-	-
No reply	203	38.3	325	58.5	312	40.6	464	58.0	27	32.3	90	58.6
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 50.42$ with 27 df - highly significant at .01 $P < .01$

[2] $X^2 = 91.54$ with 27 df - highly significant at .01 $P < .01$

(Continued)

TABLE XXXIII (Continued)

Courses	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
First Job												
English	61	11.5	72	12.9	47	6.1	65	8.1	6	7.1	13	8.4
Math	85	16.0	37	6.6	131	17.0	63	7.9	19	22.6	11	7.1
Science	29	5.5	26	4.7	19	2.5	8	1.0	2	2.4	-	-
Health & P. E.	12	2.3	5	.9	17	2.2	4	.5	1	1.2	-	-
Social Studies	6	1.1	10	1.8	10	1.3	5	.6	1	1.2	-	-
Home Economics	-	-	13	2.3	-	-	27	3.4	-	-	5	3.2
Agriculture	14	2.6	-	-	32	4.2	1	.1	3	3.6	-	-
Business Education	30	5.7	102	18.3	49	6.4	245	30.5	3	3.6	68	44.1
Other Vocational	8	1.5	4	.7	21	2.7	4	.5	2	2.4	-	-
No reply	285	53.8	287	51.8	443	57.6	380	47.4	47	55.9	57	37.2
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 80.21 with 27 df - highly significant at .01 $P < .01$

[2] X^2 = 116.59 with 15 df - highly significant at .01 $P < .01$

TABLE XXXIV

DEGREE TO WHICH HIGH SCHOOL COURSES PREPARED GRADUATES FOR JOBS BY SKILL AREA

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
USE OF MACHINES AND EQUIPMENT												
Present Job												
Very well prepared	54	10.2	57	10.2	112	14.6	90	11.2	23	27.4	26	16.9
Well prepared	58	10.9	40	7.2	74	9.6	56	7.0	7	8.3	8	5.2
Moderately prepared	93	17.5	70	12.6	152	19.8	92	11.5	12	14.3	13	8.4
Poorly prepared	41	7.7	18	3.2	66	8.6	19	2.4	6	7.1	6	3.9
Not prepared	101	19.1	67	12.0	119	15.5	56	7.0	6	7.1	6	3.9
No reply	183	34.6	304	54.8	246	31.9	489	60.9	30	35.8	95	61.7
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 32.40$ with 15 df - highly significant at .01 $P < .01$

[2] $X^2 = 39.82$ with 15 df - highly significant at .01 $P < .01$

(Continued)

TABLE XXXIV (Continued)

Response	College Preparatory Male[1] No.	College Preparatory Male[1] Per Cent	College Preparatory Female[2] No.	College Preparatory Female[2] Per Cent	General Male[1] No.	General Male[1] Per Cent	General Female[2] No.	General Female[2] Per Cent	Vocational Male[1] No.	Vocational Male[1] Per Cent	Vocational Female[2] No.	Vocational Female[2] Per Cent
USE OF MACHINES AND EQUIPMENT (Continued)												
First Job												
Very well prepared	37	7.0	58	10.4	73	9.5	95	11.9	16	19.0	31	20.1
Well prepared	46	8.7	37	6.6	55	7.1	71	8.8	6	7.1	23	14.9
Moderately prepared	67	12.6	86	15.5	138	17.9	126	15.7	10	11.9	19	12.3
Poorly prepared	41	7.7	21	3.8	69	9.0	37	4.6	7	8.3	8	5.2
Not prepared	90	17.0	74	13.3	128	16.6	69	8.6	5	6.0	11	7.1
No reply	249	47.0	280	50.4	306	39.9	404	50.4	40	47.7	62	40.4
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 38.37$ with 15 df - highly significant at .01 $P < .01$

[2] $X^2 = 67.55$ with 15 df - highly significant at .01 $P < .01$

(Continued)

TABLE XXXIV (Continued)

Response	College Preparatory Male[1] No.	College Preparatory Male[1] Per Cent	College Preparatory Female[2] No.	College Preparatory Female[2] Per Cent	General Male[1] No.	General Male[1] Per Cent	General Female[2] No.	General Female[2] Per Cent	Vocational Male[1] No.	Vocational Male[1] Per Cent	Vocational Female[2] No.	Vocational Female[2] Per Cent
JOB SKILLS												
Present Job												
Very well prepared	53	10.0	54	9.7	70	9.1	64	8.0	17	20.2	21	13.6
Well prepared	74	14.0	58	10.4	84	10.9	57	7.1	7	8.3	10	6.5
Moderately prepared	97	18.3	68	12.2	157	20.4	81	10.1	12	14.3	10	6.5
Poorly prepared	33	6.2	16	2.9	75	9.7	12	1.5	3	3.6	2	1.3
Not prepared	75	14.1	40	7.2	100	13.0	45	5.6	9	10.7	2	1.3
No reply	198	37.4	320	57.6	283	36.9	543	67.7	36	42.9	109	70.8
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 29.18 with 15 df - significant at .01

[2] X^2 = 54.82 with 15 df - highly significant at .01 $P < .01$

(Continued)

TABLE XXXIV (Continued)

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
JOB SKILLS (Continued)												
First Job												
Very well prepared	34	6.4	50	9.0	40	5.2	70	8.7	14	16.7	27	17.5
Well prepared	64	12.1	60	10.9	63	8.2	69	8.6	6	7.1	22	14.3
Moderately prepared	80	15.1	84	15.1	143	18.6	113	14.1	11	13.1	23	14.9
Poorly prepared	29	5.5	21	3.8	76	9.9	23	2.9	5	6.0	5	3.2
Not prepared	65	12.3	47	8.4	110	14.3	53	6.6	7	8.3	7	4.5
No reply	258	48.6	294	52.8	337	43.8	474	59.1	41	48.8	70	45.6
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 43.27$ with 15 df - highly significant at .01 $P < .01$

[2] $X^2 = 68.11$ with 15 df - highly significant at .01 $P < .01$

(Continued)

TABLE XXXIV (Continued)

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
MATHEMATICS SKILLS												
Present Job												
Very well prepared	150	28.3	102	18.3	140	18.2	94	11.7	16	19.0	23	14.9
Well prepared	130	24.5	80	14.4	172	22.4	92	11.5	11	13.1	19	12.3
Moderately prepared	102	19.2	81	14.6	212	27.6	118	14.7	28	33.3	14	9.1
Poorly prepared	15	2.8	24	4.3	46	6.0	18	2.2	2	2.4	1	.6
Not prepared	8	1.5	12	2.2	22	2.9	11	1.4	2	2.4	-	-
No reply	125	23.7	257	46.2	177	22.9	469	58.5	25	29.8	97	63.1
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 54.94 with 18 df - highly significant at .01 $P < .01$

[2] X^2 = 57.93 with 15 df - highly significant at .01 $P < .01$

(Continued)

TABLE XXXIV (Continued

Response	College Preparatory Male[1] No.	College Preparatory Male[1] Per Cent	College Preparatory Female[2] No.	College Preparatory Female[2] Per Cent	General Male[1] No.	General Male[1] Per Cent	General Female[2] No.	General Female[2] Per Cent	Vocational Male[1] No.	Vocational Male[1] Per Cent	Vocational Female[2] No.	Vocational Female[2] Per Cent
MATHEMATICS SKILLS (Continued)												
First Job												
Very well prepared	114	21.5	111	20.0	94	12.2	111	13.8	12	14.3	29	18.8
Well prepared	103	19.4	94	16.9	118	15.3	109	13.6	8	9.5	31	20.1
Moderately prepared	76	14.3	98	17.6	183	23.8	144	18.0	18	21.4	26	16.9
Poorly prepared	11	2.1	20	3.6	52	6.8	31	3.9	6	7.1	1	.6
Not prepared	11	2.1	16	2.9	36	4.7	17	2.1	2	2.4	2	1.3
No reply	215	40.6	217	39.0	286	37.2	390	48.6	38	45.3	65	42.3
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 70.01 with 15 df - highly significant at .01 $P < .01$

[2] X^2 = 77.54 with 15 df - highly significant at .01 $P < .01$

(Continued)

TABLE XXXIV (Continued)

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SCIENCE SKILLS												
Present Job												
Very well prepared	100	19.0	76	13.7	61	7.9	39	4.9	11	13.1	6	3.9
Well prepared	113	21.3	56	10.1	103	13.4	46	5.7	7	8.3	8	5.2
Moderately prepared	109	20.6	80	14.4	212	27.6	96	12.0	19	22.6	19	12.3
Poorly prepared	25	4.7	25	4.4	59	7.7	36	4.5	4	4.8	4	2.6
Not prepared	22	4.1	19	3.4	71	9.2	31	3.9	7	8.3	5	3.2
No reply	161	30.3	300	54.0	263	34.2	554	69.0	36	42.9	112	72.8
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 93.45$ with 18 df - highly significant at .01

[2] $X^2 = 84.79$ with 15 df - highly significant at .01

(Continued)

TABLE XXXIV (Continued)

Response	College Preparatory Male[1] No.	College Preparatory Male[1] Per Cent	College Preparatory Female[2] No.	College Preparatory Female[2] Per Cent	General Male[1] No.	General Male[1] Per Cent	General Female[2] No.	General Female[2] Per Cent	Vocational Male[1] No.	Vocational Male[1] Per Cent	Vocational Female[2] No.	Vocational Female[2] Per Cent
SCIENCE SKILLS (Continued)												
First Job												
Very well prepared	80	15.1	72	13.0	47	6.1	39	4.9	8	9.5	6	3.9
Well prepared	86	16.3	72	13.0	70	9.1	50	6.2	6	7.1	15	9.7
Moderately prepared	78	14.7	93	16.7	171	22.2	124	15.5	16	19.0	25	16.2
Poorly prepared	19	3.6	26	4.7	62	8.1	47	5.9	7	8.3	5	3.2
Not prepared	26	4.9	22	4.0	78	10.1	48	6.0	6	7.1	9	5.8
No reply	241	45.4	271	48.6	341	44.4	494	61.5	41	49.0	94	61.2
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 93.86$ with 18 df - highly significant at .01 $P < .01$

[2] $X^2 = 105.61$ with 15 df - highly significant at .01 $P < .01$

(Continued)

TABLE XXXIV (Continued)

Response	College Preparatory Male[1] No.	College Preparatory Male[1] Per Cent	College Preparatory Female[2] No.	College Preparatory Female[2] Per Cent	General Male[1] No.	General Male[1] Per Cent	General Female[2] No.	General Female[2] Per Cent	Vocational Male[1] No.	Vocational Male[1] Per Cent	Vocational Female[2] No.	Vocational Female[2] Per Cent
COMMUNICATION SKILLS												
Present Job												
Very well prepared	129	24.3	132	23.7	113	14.7	109	13.6	18	21.4	24	15.6
Well prepared	106	20.0	84	15.1	138	17.9	89	11.1	11	13.1	14	9.2
Moderately prepared	105	19.8	75	13.5	158	20.5	84	10.5	15	17.9	11	7.1
Poorly prepared	26	4.9	9	1.6	71	9.2	14	1.7	5	6.0	3	1.9
Not prepared	33	6.2	6	1.1	66	8.6	26	3.2	5	6.0	3	1.9
No reply	131	24.8	250	45.0	223	29.1	480	59.9	30	35.6	99	64.3
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 46.55$ with 18 df - highly significant at .01 $P < .01$

[2] $X^2 = 75.86$ with 18 df - highly significant at .01 $P < .01$

(Continued)

TABLE XXXIV (Continued)

Response	College Preparatory Male[1] No.	College Preparatory Male[1] Per Cent	College Preparatory Female[2] No.	College Preparatory Female[2] Per Cent	General Male[1] No.	General Male[1] Per Cent	General Female[2] No.	General Female[2] Per Cent	Vocational Male[1] No.	Vocational Male[1] Per Cent	Vocational Female[2] No.	Vocational Female[2] Per Cent
COMMUNICATION SKILLS (Continued)												
First Job												
Very well prepared	89	16.8	135	24.3	72	9.4	105	13.1	10	11.9	32	20.8
Well prepared	85	16.0	101	18.2	103	13.4	118	14.7	7	8.3	31	20.1
Moderately prepared	80	15.1	75	13.5	148	19.2	104	13.0	13	15.5	15	9.7
Poorly prepared	22	4.1	12	2.2	69	9.0	22	2.7	7	8.3	5	3.2
Not prepared	30	5.7	14	2.5	71	9.2	41	5.1	5	6.0	4	2.6
No reply	224	42.3	219	39.3	306	39.8	412	51.4	42	50.0	67	43.6
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 51.10 with 18 df - highly significant at .01 P< .01

[2] X^2 = 99.94 with 18 df - highly significant at .01 P< .01

(Continued)

TABLE XXXIV (Continued)

Response	College Preparatory Male[1] No.	College Preparatory Male[1] Per Cent	College Preparatory Female[2] No.	College Preparatory Female[2] Per Cent	General Male[1] No.	General Male[1] Per Cent	General Female[2] No.	General Female[2] Per Cent	Vocational Male[1] No.	Vocational Male[1] Per Cent	Vocational Female[2] No.	Vocational Female[2] Per Cent
JOB INTERVIEW SKILLS												
Present Job												
Very well prepared	83	15.7	77	13.8	81	10.5	70	8.7	15	17.9	17	11.0
Well prepared	74	14.0	61	11.0	111	14.4	60	7.5	8	9.5	14	9.1
Moderately prepared	92	17.4	71	12.8	130	16.9	83	10.3	16	19.0	7	4.5
Poorly prepared	46	8.7	26	4.7	85	11.0	27	3.4	7	8.3	4	2.6
Not prepared	78	14.7	37	6.6	106	13.8	47	5.9	6	7.1	6	3.9
No reply	157	29.5	284	51.1	256	33.4	515	64.2	32	38.2	106	68.9
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 31.46$ with 18 df - not significant at .01 $P > .01$ (.02)

[2] $X^2 = 58.29$ with 15 df - highly significant at .01 $P < .01$

(Continued)

TABLE XXXIV (Continued)

Response	College Preparatory Male[1] No.	College Preparatory Male[1] Per Cent	College Preparatory Female[2] No.	College Preparatory Female[2] Per Cent	General Male[1] No.	General Male[1] Per Cent	General Female[2] No.	General Female[2] Per Cent	Vocational Male[1] No.	Vocational Male[1] Per Cent	Vocational Female[2] No.	Vocational Female[2] Per Cent
JOB INTERVIEW SKILLS (Continued)												
First Job												
Very well prepared	61	11.5	80	14.4	58	7.5	73	9.1	11	13.1	21	13.6
Well prepared	60	11.3	66	11.9	80	10.4	89	11.1	7	8.3	30	19.5
Moderately prepared	73	13.8	84	15.1	119	15.5	102	12.7	11	13.1	19	12.3
Poorly prepared	33	6.2	34	6.1	74	9.6	42	5.2	9	10.7	5	3.2
Not prepared	67	12.6	46	8.3	106	13.8	64	8.0	6	7.1	10	6.5
No reply	236	44.6	246	44.2	332	43.2	432	53.9	40	47.7	69	44.9
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 30.89$ with 18 df - not significant at .01 $P > .01$ (.02)

[2] $X^2 = 76.52$ with 15 df - highly significant at .01 $P < .01$

skills and communication skills. The relationship was also found to be significant for females in job interview skills. There was no significant difference at the .01 level for males in job interview skills.

The difference in each of these categories is largely due to frequency count rather than percentages. A further analysis of data, however, reveals that 27.4 per cent of males and 16.9 per cent of females in the Vocational curriculum group in their present job and 19.0 per cent of males and 20.1 per cent of females in the Vocational curriculum group in their first job considered that they were "very well prepared" in the use of machines and equipment. These percentages are considerably higher than the ones for the College Preparatory or the General curriculum groups. The same trend is indicated for all groups in reference to job skills. These data also indicate that a higher percentage males in the College Preparatory and the General curriculum groups felt that they were "poorly prepared" in use of machines and equipment and in the area of job skills than did the Vocational curriculum group. The College Preparatory group indicated that they were better prepared in mathematic skills, science skills and communication skills than either the General curriculum or the Vocational curriculum groups. This was particularly true for the males in the College Preparatory group in mathematical skills where nearly 75 per cent felt that they were prepared to some degree.

A large number of all graduates failed to indicate the degree to which high school courses prepared them for jobs by skill area. In some skill areas over 50 per cent of all groups failed to reply.

How Respondents Located Jobs

As an item for analysis, graduates were requested to indicate how they located their present job and their first job. Table XXXV shows the responses given. When the chi-square test was applied to these data, highly significant differences at the .01 level of confidence among all respondents of the three curriculums were observed. Significant differences were influenced by frequency count in each cell rather than by percentages. When percentages are compared by sex in each response, very little differences are observed. Approximately one-half of all groups reported they either located their first and present job through a friend or relative or by direct application to the business. Few respondents, less than 10 per cent, gave credit to the school--through the school counselor, placement office, vocational teacher or another teacher or principal--for locating their jobs.

Although it was indicated that very little assistance was obtained from the state employment agency, private employment agency, school or other sources, it should be noted that these agencies play an important role in job placements of high school graduates in their first job.

Respondents' Satisfaction with Jobs

Essential to an individual's happiness and that of his family is job satisfaction. It is of common belief that a lack of specific job training leads to underemployment and general job dissatisfaction. Respondents in this study were asked to indicate the degree they were satisfied with the work they were presently engaged in. Table XXXVI presents these data. Well over three-fourths of the male respondents were satisfied with the work they were performing in their present job. The

TABLE XXXV

HOW RESPONDENTS LOCATED JOBS

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Present Job												
Through the school counselor	7	1.3	4	.7	6	.8	6	.7	-	-	-	-
Through the school placement office	33	6.2	11	2.0	12	1.6	11	1.4	-	-	-	-
Through the vocational teacher	2	.4	1	.2	6	.8	6	.7	1	1.2	4	2.6
Through another teacher or principal	31	5.8	41	7.4	20	2.6	29	3.6	1	1.2	5	3.2
Through a friend or relative	138	26.0	60	10.8	237	30.8	125	15.7	27	32.1	18	11.7
By direct application to the business	184	34.7	187	33.6	296	38.5	174	21.7	32	38.1	28	18.2
Through a private employment agency	16	3.0	17	3.1	25	3.2	18	2.2	1	1.2	8	5.2
Through the state employment agency	5	.9	7	1.3	10	1.3	12	1.5	2	2.4	4	2.6

(Continued)

TABLE XXXV (Continued)

Response	College Preparatory Male[1] No.	College Preparatory Male[1] Per Cent	College Preparatory Female[2] No.	College Preparatory Female[2] Per Cent	General Male[1] No.	General Male[1] Per Cent	General Female[2] No.	General Female[2] Per Cent	Vocational Male[1] No.	Vocational Male[1] Per Cent	Vocational Female[2] No.	Vocational Female[2] Per Cent
Present Job (Continued)												
Through a newspaper advertisement	8	1.5	10	1.8	25	3.2	12	1.5	3	3.6	3	1.9
No reply	106	20.2	218	39.1	132	17.2	409	51.0	17	20.2	84	54.6
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 57.61$ with 27 df - highly significant at .01 $P < .01$

[2] $X^2 = 80.87$ with 27 df - highly significant at .01 $P < .01$

First Job												
Through the school counselor	5	.9	1	.2	7	.9	12	1.5	1	1.2	2	1.3
Through the school placement office	38	7.2	34	6.1	27	3.5	28	3.5	2	2.4	2	1.3
Through the vocational teacher	4	.7	5	.9	5	.6	23	2.9	6	7.1	9	5.8
Through another teacher or principal	20	3.8	33	5.9	16	2.1	25	3.1	2	2.4	2	1.3

(Continued)

TABLE XXXV (Continued)

Response	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
First Job (Continued)												
Through a friend or relative	129	24.3	73	13.1	322	41.8	193	24.1	26	30.9	41	26.6
By direct application to the business	153	28.9	244	43.9	194	25.2	215	26.8	19	22.6	45	29.2
Through a private employment agency	17	3.2	22	4.0	21	2.7	31	3.9	1	1.2	10	6.5
Through the state employment agency	8	1.5	16	2.9	10	1.3	36	4.5	-	-	11	7.1
Through a newspaper advertisement	4	.7	9	1.6	12	1.6	14	1.7	3	3.6	4	2.6
No reply	152	28.8	119	21.4	155	20.3	225	28.0	24	28.6	28	18.3
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 105.74$ with 27 df - highly significant at .01 $P < .01$

[2] $X^2 = 225.36$ with 27 df - highly significant at .01 $P < .01$

TABLE XXXVI

RESPONDENTS' SATISFACTION WITH JOBS

Degree of Satisfaction	College Preparatory Male[1] No.	College Preparatory Male[1] Per Cent	College Preparatory Female[2] No.	College Preparatory Female[2] Per Cent	General Male[1] No.	General Male[1] Per Cent	General Female[2] No.	General Female[2] Per Cent	Vocational Male[1] No.	Vocational Male[1] Per Cent	Vocational Female[2] No.	Vocational Female[2] Per Cent
WORK												
Present Job												
Very satisfied	300	56.6	223	40.1	444	57.7	275	34.3	45	53.6	55	35.7
Satisfied	146	27.5	114	20.5	244	31.7	150	18.7	21	25.0	17	11.0
Dissatisfied	18	3.4	8	1.4	20	2.6	8	1.0	5	5.9	-	-
Very dissatisfied	3	.6	1	.2	1	.1	-	-	1	1.2	-	-
No reply	63	11.9	210	37.8	60	7.9	369	46.0	12	14.3	82	53.3
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0
First Job												
Very satisfied	141	26.6	181	32.5	155	20.2	207	25.8	15	17.9	55	35.7
Satisfied	145	27.4	172	30.9	269	35.0	243	30.3	26	30.9	50	32.5
Dissatisfied	61	11.5	44	7.9	116	15.1	66	8.2	11	13.1	10	6.5
Very dissatisfied	22	4.1	9	1.6	54	7.0	25	3.1	5	5.9	1	.6
No reply	161	30.4	150	27.1	175	22.7	261	32.6	27	32.2	38	24.7
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 30.42$ with 12 df - highly significant at .01 $P < .01$

[2] $X^2 = 43.91$ with 12 df - highly significant at .01 $P < .01$

[1] $X^2 = 51.74$ with 15 df - highly significant at .01 $P < .01$

[2] $X^2 = 63.48$ with 15 df - highly significant at .01 $P < .01$

(Continued)

TABLE XXXVI (Continued)

Degree of Satisfaction	College Preparatory Male[1] No.	College Preparatory Male[1] Per Cent	College Preparatory Female[2] No.	College Preparatory Female[2] Per Cent	General Male[1] No.	General Male[1] Per Cent	General Female[2] No.	General Female[2] Per Cent	Vocational Male[1] No.	Vocational Male[1] Per Cent	Vocational Female[2] No.	Vocational Female[2] Per Cent
PAY												
Present Job												
Very satisfied	176	33.2	107	19.2	261	33.9	158	19.7	29	34.5	29	18.8
Satisfied	218	41.1	175	31.5	328	42.6	194	24.2	24	28.6	34	22.1
Dissatisfied	66	12.4	53	9.5	90	11.7	53	6.6	15	17.9	6	3.9
Very dissatisfied	7	1.3	7	1.3	16	2.1	11	1.4	4	4.8	1	.6
No reply	63	12.0	214	38.5	74	9.7	386	48.1	12	14.2	84	54.6
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 29.60 with 15 df - significant at .01 P < .01

[2] X^2 = 32.92 with 12 df - highly significant at .01 < P .01

First Job												
Very satisfied	69	13.0	76	13.7	64	8.3	102	12.7	5	5.9	26	16.9
Satisfied	150	28.3	195	35.1	204	26.5	234	29.2	17	20.2	57	37.0
Dissatisfied	106	20.0	105	18.9	212	27.6	141	17.6	20	23.8	24	15.6
Very dissatisfied	40	7.5	31	5.6	102	13.3	53	6.6	14	16.7	9	5.8
No reply	165	31.2	149	26.7	187	24.3	272	33.9	28	33.4	38	24.7
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 59.43 with 15 df - highly significant at .01 P < .01

[2] X^2 = 71.62 with 12 df - highly significant at .01 P < .01

(Continued)

TABLE XXXVI (Continued)

Degree of Satisfaction	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
PROMOTION POSSIBILITIES												
Present Job												
Very satisfied	206	38.9	101	18.2	298	38.7	155	19.3	25	29.8	26	16.9
Satisfied	167	31.5	163	29.3	265	34.5	146	18.2	24	28.6	29	18.8
Dissatisfied	61	11.5	43	7.7	89	11.6	52	6.5	8	9.5	9	5.8
Very dissatisfied	17	3.2	8	1.4	18	2.3	19	2.4	5	5.9	-	-
No reply	79	14.9	241	43.4	99	12.9	430	53.6	22	26.2	90	58.5
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0
[1] X^2 = 38.07 with 15 df - highly significant at .01 $P < .01$												
[2] X^2 = 40.38 with 12 df - highly significant at .01 $P < .01$												
First Job												
Very satisfied	82	15.5	71	12.8	52	6.8	107	13.3	9	10.7	27	17.5
Satisfied	125	23.6	181	32.5	169	22.0	185	23.1	11	13.1	34	22.1
Dissatisfied	100	18.9	89	16.0	200	26.0	150	18.7	15	17.9	25	16.2
Very dissatisfied	48	9.0	27	4.9	140	18.2	62	7.7	12	14.3	14	9.1
No reply	175	33.0	188	33.8	208	27.0	298	37.2	37	44.0	54	35.1
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0
[1] X^2 = 88.16 with 15 df - highly significant at .01 $P < .01$												
[2] X^2 = 64.10 with 15 df - highly significant at .01 $P < .01$												

(Continued)

TABLE XXXVI (Continued)

Degree of Satisfaction	College Preparatory Male[1] No.	College Preparatory Male[1] Per Cent	College Preparatory Female[2] No.	College Preparatory Female[2] Per Cent	General Male[1] No.	General Male[1] Per Cent	General Female[2] No.	General Female[2] Per Cent	Vocational Male[1] No.	Vocational Male[1] Per Cent	Vocational Female[2] No.	Vocational Female[2] Per Cent
PEOPLE (CO-WORKERS)												
Present Job												
Very satisfied	220	41.5	180	32.4	309	40.2	213	26.6	28	33.3	38	24.7
Satisfied	183	34.5	111	20.0	298	38.7	152	18.9	25	29.8	24	15.6
Dissatisfied	31	5.8	26	4.7	40	5.2	22	2.7	6	7.1	4	2.6
Very dissatisfied	11	2.1	10	1.8	13	1.7	8	1.0	3	3.6	-	-
No reply	85	16.1	229	41.1	109	14.2	407	50.8	22	26.2	88	57.1
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 30.96$ with 15 df - significant at .01

[2] $X^2 = 36.53$ with 12 df - highly significant at .01 $P < .01$

First Job												
Very satisfied	94	17.7	129	23.2	99	12.9	168	20.9	9	10.7	42	27.3
Satisfied	157	29.6	187	33.7	290	37.7	249	31.0	18	21.4	53	34.4
Dissatisfied	72	13.6	53	9.5	102	13.3	59	7.4	16	19.0	9	5.8
Very dissatisfied	33	6.2	18	3.2	69	9.0	31	3.9	6	7.1	4	2.6
No reply	174	32.9	169	30.4	209	27.1	295	36.8	35	41.8	46	29.9
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 54.85$ with 15 df - highly significant at .01 $P < .01$

[2] $X^2 = 68.53$ with 15 df - highly significant at .01 $P < .01$

(Continued)

TABLE XXXVI (Continued)

Degree of Satisfaction	College Preparatory Male[1] No.	College Preparatory Male[1] Per Cent	College Preparatory Female[2] No.	College Preparatory Female[2] Per Cent	General Male[1] No.	General Male[1] Per Cent	General Female[2] No.	General Female[2] Per Cent	Vocational Male[1] No.	Vocational Male[1] Per Cent	Vocational Female[2] No.	Vocational Female[2] Per Cent
SUPERVISION												
Present Job												
Very satisfied	274	51.7	210	37.8	370	48.1	245	30.5	38	45.2	43	27.9
Satisfied	172	32.4	119	21.4	290	37.7	159	11.8	27	32.1	27	17.5
Dissatisfied	7	1.3	10	1.8	17	2.2	7	.9	2	2.4	1	.6
Very dissatisfied	4	.8	1	.2	2	.3	6	.7	1	1.2	-	-
No reply	73	13.8	216	38.8	90	11.7	385	48.1	16	19.1	83	54.0
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 30.96 with 15 df - significant at .01

[2] X^2 = 36.53 with 12 df - highly significant at .01 P< .01

First Job												
Very satisfied	132	25.0	198	35.6	186	24.2	236	29.4	17	20.2	55	35.7
Satisfied	184	34.7	176	31.6	323	42.0	261	32.5	31	36.9	48	31.2
Dissatisfied	34	6.4	23	4.1	50	6.5	24	3.0	-	-	9	5.8
Very dissatisfied	13	2.5	7	1.3	21	2.7	14	1.7	3	3.6	2	1.3
No reply	167	31.4	152	27.4	189	24.6	267	33.4	33	39.3	40	26.0
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 54.85 with 15 df - highly significant at .01 P< .01

[2] X^2 = 68.53 with 12 df - highly significant at .01 P< .01

(Continued)

TABLE XXXVI (Continued)

Degree of Satisfaction	College Preparatory Male[1] No.	College Preparatory Male[1] Per Cent	College Preparatory Female[2] No.	College Preparatory Female[2] Per Cent	General Male[1] No.	General Male[1] Per Cent	General Female[2] No.	General Female[2] Per Cent	Vocational Male[1] No.	Vocational Male[1] Per Cent	Vocational Female[2] No.	Vocational Female[2] Per Cent
WORKING CONDITIONS												
Present Job												
Very satisfied	237	44.7	168	30.2	340	44.2	234	29.2	31	36.9	42	27.3
Satisfied	176	33.2	133	23.9	290	37.7	153	19.1	33	39.3	30	19.5
Dissatisfied	36	6.8	32	5.7	48	6.2	29	3.6	3	3.6	2	1.3
Very dissatisfied	10	1.9	3	.5	7	.9	9	1.1	2	2.4	-	-
No reply	71	13.4	220	39.7	84	11.0	377	47.0	15	17.8	80	51.9
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 31.22$ with 12 df - highly significant at .01 $P < .01$

[2] $X^2 = 34.81$ with 12 df - highly significant at .01 $P < .01$

First Job												
Very satisfied	99	18.7	148	26.6	123	16.0	196	24.4	9	10.7	46	29.9
Satisfied	163	30.7	194	34.9	260	33.8	251	31.3	26	30.9	50	32.5
Dissatisfied	64	12.1	45	8.1	139	18.1	72	9.0	14	16.7	14	9.1
Very dissatisfied	33	6.2	18	3.2	59	7.7	22	2.7	4	4.8	2	1.3
No reply	171	32.3	151	27.2	188	24.4	261	32.6	31	36.9	42	27.2
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 48.10$ with 15 df - highly significant at .01 $P < .01$

[2] $X^2 = 88.13$ with 12 df - highly significant at .01 $P < .01$

(Continued)

TABLE XXXVI (Continued)

Degree of Satisfaction	College Preparatory Male[1] No.	College Preparatory Male[1] Per Cent	College Preparatory Female[2] No.	College Preparatory Female[2] Per Cent	General Male[1] No.	General Male[1] Per Cent	General Female[2] No.	General Female[2] Per Cent	Vocational Male[1] No.	Vocational Male[1] Per Cent	Vocational Female[2] No.	Vocational Female[2] Per Cent
FRINGE BENEFITS												
Present Job												
Very satisfied	240	45.3	137	24.6	349	45.4	196	24.4	34	40.5	39	25.3
Satisfied	152	28.7	143	25.7	244	31.7	136	17.0	20	23.8	22	14.3
Dissatisfied	40	7.5	29	5.2	61	7.9	40	5.0	9	10.7	5	3.2
Very dissatisfied	15	2.8	12	2.2	20	2.6	13	1.6	3	3.6	2	1.3
No reply	83	15.7	235	42.3	95	12.4	417	52.0	18	21.4	86	55.9
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 33.93 with 15 df - highly significant at .01 $P < .01$

[2] X^2 = 36.23 with 12 df - highly significant at .01 $P < .01$

First Job												
Very satisfied	90	17.0	100	18.0	84	10.9	159	19.8	5	6.0	33	21.4
Satisfied	141	26.6	191	34.4	191	24.8	191	23.8	18	21.4	41	26.6
Dissatisfied	82	15.5	57	10.2	178	23.1	94	11.7	16	19.0	21	13.6
Very dissatisfied	39	7.4	31	5.6	120	15.6	55	6.9	11	13.1	11	7.1
No reply	178	33.5	177	31.8	196	25.6	303	37.8	34	40.5	48	31.3
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 78.28 with 18 df - highly significant at .01 $P < .01$

[2] X^2 = 77.13 with 12 df - highly significant at .01 $P < .01$

percentage was not as great, but still more than 50 per cent were satisfied with the work of their first job.

Besides the area of work, graduates were asked to express the degree of satisfaction of other areas--pay, promotion possibilities, people (co-workers), supervision, working conditions, and fringe benefits--in both present and first jobs. In all categories and in both present and first jobs a high per cent of respondents express some degree of satisfaction. More dissatisfaction was expressed by all groups with pay and fringe benefits than in any other area.

When the chi-square test was applied to these data, a highly significant difference at the .01 level of confidence among all respondents of the three curriculums were observed. Significant differences were influenced by frequency count rather than by percentages. When percentages are compared by sex in each response, very little differences are observed.

Reasons for Leaving First Job

Reasons for respondents leaving their first job are presented in Table XXXVII. Nearly one-third of all respondents made no reply to this question. This may indicate that they are still employed in their first job. Approximately another third listed "other" as reasons for leaving. This leaves about one-third of all respondents with reasons listed for leaving first job. Nearly 10 per cent of all males listed "to go to school" as their reason; approximately 15 per cent of all males claimed to have been promoted either in the same company or promoted in another company. Nearly 8 per cent of all males left their first job because they disliked their job.

TABLE XXXVII

REASONS FOR LEAVING FIRST JOB

Comment	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Promoted--same company	27	5.1	7	1.3	24	3.1	19	2.4	1	1.2	2	1.3
Promoted--different company	53	10.0	28	5.0	113	14.7	68	8.5	12	14.3	8	5.2
Business for self	29	5.5	5	.9	27	3.5	7	.9	3	3.6	1	.6
Quit for no reason	-	-	3	.5	6	.8	3	.4	-	-	-	-
Disliked job	42	7.9	27	4.9	71	9.2	41	5.1	6	7.1	10	6.5
Fired	4	.7	1	.2	6	.8	6	.7	2	2.4	-	-
To go to school	60	11.3	48	8.6	71	9.2	29	3.6	6	7.1	2	1.3
Health	1	.2	16	2.9	3	.4	23	2.9	1	1.2	9	5.8
Other	138	26.0	268	48.2	259	33.7	350	43.6	24	28.6	90	58.4
No reply	176	33.3	153	27.5	189	24.6	256	31.9	29	34.5	32	20.9
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 52.70$ with 27 df - highly significant at .01 $P < .01$

[2] $X^2 = 85.41$ with 27 df - highly significant at .01 $P < .01$

Other Jobs Held by Graduates

Graduates were asked, "other than the first job and the present job, have you held other jobs since high school graduation?" Data in Table XXXVIII indicate that about an equal number of all respondents in every category had held other jobs. When the chi-square test of significance was applied to these data, a highly significant difference at the .01 level of confidence was observed. The chi-square test was computed on frequency count by sex rather than on percentages; very little differences were observed when percentages were considered.

Graduates Unemployed More than Three Months

Analysis of data in Table XXXIX reveals that highly significant differences exist among all respondents in all three curriculum groups when responding to their unemployment experiences since high school. No significant differences were observed when percentages were considered. More than 80 per cent of all males reported they have not experienced unemployment for periods of more than three months. To be more specific, only 13.6 per cent of males in College Preparatory group, 13.5 per cent of the males in the General curriculum group and 16.7 per cent in the Vocational curriculum group had experienced unemployment for more than three months. Approximately 40 per cent of the females indicated that they had experienced unemployment for periods longer than three months. Over 20 per cent of the female respondents did not reply.

TABLE XXXVIII

OTHER JOBS HELD BY GRADUATES

	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
Held Other Jobs	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	240	45.3	237	42.6	386	50.2	328	40.9	38	45.2	67	43.5
No	250	47.2	243	43.7	317	41.2	299	37.3	41	48.8	58	37.7
No reply	40	7.5	76	13.7	66	8.6	175	21.8	5	6.0	29	18.8
Total	530	100.0	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] X^2 = 23.56 with 6 df - highly significant at .01 $P < .01$

[2] X^2 = 50.37 with 6 df - highly significant at .01 $P < .01$

TABLE XXXIX

GRADUATES UNEMPLOYED MORE THAN THREE MONTHS

Experienced Unemployment	College Preparatory				General				Vocational			
	Male[1]		Female[2]		Male[1]		Female[2]		Male[1]		Female[2]	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	72	13.6	217	39.0	104	13.5	321	40.0	14	16.7	69	44.8
No	426	80.3	231	41.5	630	81.9	260	32.4	65	77.3	50	32.5
No reply	32	6.1	108	19.5	35	4.6	221	27.6	5	6.0	35	22.7
Total	530	100.	556	100.0	769	100.0	802	100.0	84	100.0	154	100.0

[1] $X^2 = 21.84$ with 6 df - highly significant at .01 $P < .01$

[2] $X^2 = 49.39$ with 6 df - highly significant at .01 $P < .01$

CHAPTER IV

COMMENTS AND SUGGESTIONS OFFERED BY RESPONDENTS

Society has certain expectations of the school. Many of these expectations are verbalized in general statements of philosophy, but one thing is very clear; parents, school boards, employers, and most certainly students expect the school to assist young people in becoming effective contributors and functional members of the community in which they live.

In order that schools perform this task, it is particularly important to look ahead in the educational field, since policies, programs and activities have to be decided upon far in advance of the time when they reach their maximum period of contribution. It is also important to look back; schools of today are what they are because somebody has made some decisions in the past. These decisions have played a very important role in the development of the individuals that make up our society.

Participants responding to this study were given the opportunity and were encouraged to offer any comments they might have regarding certain questions within the survey instrument. Graduates were quite frank in assessing the virtues and faults of their particular school or school program. The majority of the comments were made in a constructive manner and provide a great deal of insight into problems and shortcomings of the secondary schools of Louisiana as perceived by graduates of the ten year period, 1956-65.

The author felt that a random sampling of comments and suggestions from participants would be of value to this study.

Question #11*

In general what were your feelings toward high school? (Check one)

____ Liked very much
____ Liked
____ Disliked
____ Disliked very much

Comments:

"I would like to be back in school."

"I liked high school, but due to the fact that I had to help out in the family dairy, I had very little time for social activities."

"Small, not enough activities."

"High school days were some of the most rewarding days of my life."

"I had very good teachers and a wonderful principal, which made it enjoyable."

"Mixed emotions toward school. I didn't get my fundamentals in elementary, so high school was rather hard."

"The reason was a lack of interest in studying."

"I wished later I would have put my whole self into high school and then attended college."

"High school prepared me for my future and I feel I have been rewarded. My life has been richer from it."

"My school years did enable me to achieve many personal and future goals. I can honestly say that school gave me security and happiness in my younger days and I was not anxious to graduate. To leave all my friends and teachers who had meant so much in my life was not easy."

"I liked high school--however--I did get disgusted and almost quit a couple of times."

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*Comments and suggestions made by respondents have been quoted verbatim, including spelling and grammatical errors.

"I like high school but if I had it to do over again I would study harder and try to make better grades."

"At first I didn't like it. Later I enjoyed going to school."

"Quite an exciting time in my life."

"It helped me a lot when I was going through trade school."

"No electives available. Although the electives were nil, I am of the opinion that the general curriculum was substantial enough to prepare me generally for college."

"It is essential in one's life to further your education by attendance high school, but it also teaches you to live with other people and make friends that can last a lifetime."

"Disliked school at the time."

"No goal or outlook, when entering high school."

"High school, like college, was just great."

"Was happy to get out."

"It was alright but I wanted to do other things."

"The last two years were a real drag."

"Because of environmental factors and financial problems, it was practically impossible for me to feel as though I was in place, Therefore I was not treated as other students. I felt much resentment."

"I completed high school at 17 yrs and 7 mo. I felt it is too young to go into world unless continuing education."

"I suppose that I was an impatient young man. I knew what I wanted to do and didn't place much importance on high school. That of course is simply one persons opinion and should be taken as just that."

"As I look back now, I believe I will like the memories more and more."

"I liked my courses and teachers and friends. I learned a lot thru the courses I took."

"Enjoyed every phase of high school."

"They were offered at the time I needed a class."

"Liked it the last 2 yrs."

"I worked until 12:00 or 1:00 a.m. Also, bad sickness at home. Yet I enjoyed high school. My teachers were very understanding."

"I enjoyed the friendship of my fellow students and school activities."

"I did not care."

"During our years cirriculum was indeed very poor; we were forced to take agriculture; had no vocation courses, typing, bookeeping or drivers ed."

"Cirriculum at that time was incomplete insofar as business courses, languages, trade and physical ed."

"Courses were very limited."

"No one really 'likes very much' until they leave."

"Too much time spent on sports-praising good grades-openly downgrading poor students."

"I remember them as my fondest years."

"High school offered an opportunity to accomplish things on my own, to develop friendships, and to show expression."

"I was only able to take one year of typing toward a business course and no extra curricular activities."

"Looked forward to getting out and going to college."

"Too much teachers' favorites."

"Should have been prepared better for either a college ed or trade school."

"More Industrial Arts."

"Had had excellent training grades 1-8 in -------- High school."

"boring, narrow--I was shy."

"Uninteresting course work."

"I enjoyed school--it was fun!!"

"Enjoyed every day of it."

"High school was the best days of my life--with extra curricular activities--I did take a few courses that I really should not have wasted my time with."

"Wish I had liked it more then and learned more."

"Enjoyed my high school days."

"I knew I had to graduate because my parents said they didn't have that opportunity that I had."

"Best years of my life."

"I liked as much as an average person would."

"I enjoyed it; sometimes I wish I was back."

"Wish I was still there."

"I enjoyed activities and most of my studies. Some of the teacher lacked an interest in young people and showed it."

"Growing up wasn't fun."

"At least ½ of my teachers were not interesting and did not present material in an interesting manner."

"I regret that I did not take advantage of learning in high school, I wish I had applied myself more."

"However, it was seldom stimulating (see #12 for exceptions.). I liked college much better."

"The concept of a small high school made one-to-one personal relationships easier for me."

"I made better grades in high school and thoroughly enjoyed my courses."

"I have enjoyed all of my educational experiences from 1st grade through post-graduate college level."

"I look back with very fond memories."

"I like school--the fellowship I liked--the studying, no I didn't like."

"Looking back on it, I like it more now than when I was there."

"I liked it because of the people we associated with, we were treated as young adults instead of children."

"I realize now--I pretended to dislike high school--a front--I don't know why, but actually deep down, I really loved studying and school."

"I liked the close feeling between students and good teacher-student relationships."

"I enjoyed my classes, friends, and activities immensely. Some of my teachers were very much less than interested in me as a person or a student, though."

"Not enough structured discussions. Instructors did all the talking--ideas and viewpoints were one-sided."

"I was anxious to learn."

"To much play--not hard enough as to looking back."

"Greatest thing--loved every minute--prepared me for many things."

"Three of the best years of my life."

"The time of my life."

"More emphasis could have been placed on making the subject matter more interesting."

"Liked."

"Senior year was the best."

"My days at ------- were some of the happiest of my life. Always to be remembered; very much a part of me."

"Did not have a choice of choosing electives. The electives taken were mandatory."

"I like them."

"I wish I was still in high school."

"I liked to attend as much as I could."

"Because they were easiest to understand to me and would help later in my career."

"I enjoyed everything about the school and its system."

"I enjoyed going to school very much. I got along with the teachers fairly well."

"I enjoyed the teachers and students very much."

"I like high school very much because it has helped me in getting where I am today."

"None"

"When I was in school it was just time I had to spend."

"The teachers were friendly and kids of course."

"Should have failed so I could still be in high school."

"I liked high school because it educates you in order to get better jobs."

"Teachers friendly and understanding."

"I liked high school very much because it meant education, but now I have realized my high school was cripple."

"I felt as though I were isolated."

"School had a pleasant atmosphere, friendly students and teachers."

"I expecially have remembered my teachers."

"Should have been more of a variety of courses and less extra outside activities like sports. Education should be stressed more."

"I enjoyed high school because there were no grouping off. Everyone looked at one another as equal."

"I enjoyed moments that will never be forgotten."

"Any reasons I may have had to be upset with school (at times) seem rather unimportant now or childish."

"I never cared for school in general. Students usually divided into social classes."

"I just wanted to finish."

"No trade and industrial courses offered."

"Enjoyed every minute of it. Learned very much thru extra curricular activities i.e. 4-H, FFA, Athletics."

"If God had given wisdom to young people, I would have enjoyed it more and learned more."

"I felt very much a part of high school activities as they related not only to other students but also to the community."

"I enjoyed high school very much but I am sorry that I didn't try harder."

"Graduation from High School for me was not a happy time like it is for most--I cried!"

"Liked very much; realized it more after graduation."

"I enjoyed my years in high school."

"I liked only some of my subjects but didn't like everything."

"Liked many of the teachers."

"Info I wanted was not available--it did help in college--after all I finished with fair grades and a degree."

"Study material liked; people associated with disliked."

"Indifferent."

"I enjoyed most of my teachers because they were interested in helping me and anyone wanting to learn."

"My high school days meant a lot to me. My only regret is that I did not go to college from there. I finished 9th in a class of 100 and had a scholarship offered to me."

"Couldn't afford to participate in as many activities as I wanted but liked most of my classes."

"Found to be very enjoyable socially but not very demanding academically."

"Very well prepared me for college especially the English and History course."

"Would like high school more now."

"Disliked high school because courses were of little interest."

"Part of my problem was lack of interest. My grades were hard to come by."

"At the time I recall all my feelings to be neither here or there. It was only after completion that I realized my likeness to my high school days."

"My senior year was the time I didn't want to miss anything and I took it all in."

"As in most places----had very good or very bad teachers. There seemed to be little recognition to the better teachers."

"I was very active in most of the clubs and plays sponsored by the school."

"Teacher clique made the situation very difficult. Very happy years--Especially enjoyed extracurricular activities."

"I appreciate my high school days now more than I did at the time."

"Everyone should complete high school."

"I liked the social aspects and some subjects."

"It gave me a feeling of security."

"I found it to be comparatively easy and therefore not very challenging."

"I would now be more attentive in school classes if I were given the opportunity to repeat my high school years."

"I was guided by teachers who took a personal interest in my future. They gave me self-confidence and encouragement when I needed it most."

"I got a lot out of word study and reading."

"My high school days were a total pleasure--no regrets about -------High!"

"Was interesting and helped aid me in my future plans."

"Enjoyed music (band). I wish art was offered then. Good English and Math background."

"Didn't like environment of school as a whole. People needed to be more friendly and honest."

"I was a "joiner" (as my father called me). I was very much involved in extra-curricular activities."

"Best time of life so far."

"My high school days were the happiest of my life."

"My high school courses tended to bore me most of the time."

"Only wish I could experience those four years again. Most flourishing 4 years of my life."

"enjoyed."

"Agriculture was the most interesting."

"High School learning has proved very valuable."

"Not interested in education during that time."

"I wanted to become a secretary."

"I enjoyed school to a point. Now I wish I had really taken advantage of it."

"Standards were very high."

"College or vocational preparatory."

"At that time school itself with the extra-curricular activities provided was extremely important to most students."

"I liked my last two years in high school but didn't like Jr. high school."

"I had to work my way through high school and there was a feeling of dislike from the teachers as well as the pupils."

"Wish I had taken more interest."

"I suppose my feelings were about the same as the average student at that time."

"After realizing how important an education was I liked it."

"It never occurred to me to quit."

"There are several areas that I wish could be improved but did not realize it until college."

"Benefited from attending small school where teachers can give more attention to each student."

"Enjoyed some course better than others."

"My teachers made me feel like I was a real part of my school."

"Very happy time of my life, enjoyed academics, sport and extra-curricular activities."

"Enjoyed going to high school very much."

"I had my own problems when I was in school."

"Because I learn the important basis in high school."

"My surrounding teaches students and activities."

"I felt that I could have believed more if I was exposed to more meaningful activities."

"I enjoyed high school. I enjoyed being in activities and participating in athletics. (Basketball)."

"Could have enjoyed my high school experiences more if the academic curriculum was more extensive."

"I feel the curriculum should have offered many more courses to choose from, especially science and math courses."

"Liked high school but if I had used the opportunity wisely, college would have been better."

"I didn't like high school until I realized the importance of an education."

"Not enough courses offered."

Question #13

Why did you choose the elective courses you took in High School? _____*

Reason	Frequency
For college preparation	407
No choice--All that was offered	219
Limited number of electives	93
Way schedule was arranged	40
I enjoyed them	89
I liked them	43
Interested in them	83
Personal interest	41
Needed them	12

*Summary of reasons given.

Interest in subject	89
Benefit me after graduation	86
Important in everyday life	34
Credit toward graduation	61
A well rounded education	34
Because they were easy	61
Business courses--May help to get job	29
Help get a job	43
Liked homemaking	54
Liked the teacher	21
Liked music	25
Liked Band	12
Influenced by:	
Counselor	8
Principal	3
Teacher	9
Parents	29
Friends taking course	28
Do not remember	25
Lack of counseling	13
Field I wanted to go into	8
Employment possibilities	6
Useful	3
Future Vocation	14
Something to do	10
Stay out of study hall	3
Wanted Foreign Language	11
Career in/or as:	
Secretary	23
Business	35
Office work	22
Agriculture	14
Nurse	7
Teacher	4
Engineer	4
Medical school	4
Industrial Arts	3
Mechanics	1
Law	1
Just a career	12
To learn skills	6
Enjoyed working in shop	4
Liked Industrial Arts	2
Exploratory	3
Most popular course	2
"Stuck" with musical instrument	2
Challenging	10
Followed a general course	7
For a variety	3

Good teachers	2
Took all available	2
Hold my interest	8
No reason	26

Question #25

Which do you think is more important in getting ahead, hard work_____or good luck_____?

Comment:

"I believe with hard work, good luck will come along."

"If you work hard & are honest, trust worthy, etc. you will progress and be a success."

"Hard work has helped me more in 15 years than luck."

"Both--you have to work hard and hope somebody notices."

"Also knowing right people to get one foot in the door."

"Luck is when opportunity and hard work meet!"

"Luck don't come very often."

"Luck doesn't hurt! One makes his own luck."

"Lots of hard work and a little luck."

"Very few people get ahead with good luck."

"Good luck doesn't last forever."

"Hard work, since that is all I've known all my life."

"Hard work makes luck."

"To achieve any goal you must work toward the goal."

"These days with not many good jobs, opportunities, both are essential."

"Little luck never hurts."

"When you decide what you want and go after it."

"To work for it is the only way I have ever accomplished anything."

"A good education."

"Both."

"A little luck helps."

"Ambition is the key word."

"Take responsibility (always do more than your part of the work, get all the experience possible.)"

"Some of both because I know a boy that has a eighth grade education and he's assistant manager where I work."

"A little luck and a lot of ability makes a good combination."

"Work is the key that unlocks the door."

"Neither--most important is desire, ability, and knowing the right person."

"Getting along with others."

"You have to work for everything you hope to get out of life."

"What you learn from hard work can never be taken away from you. Luck can be a hit or miss kind of thing."

"Basically, hard work, but in some instances, it takes a little of both."

"With right breaks."

"Anything worth having is worth working for."

"Luck sure helps sometimes."

"Good luck runs out."

"And personality in equal portions."

"Your chances of getting ahead are better through hard work of course a little luck doesn't hurt."

"Hard work makes good luck!"

"You work for what you get."

"Sometimes good luck helps also."

"These days it takes both."

"You need a little luck, but mostly hard work."

"Know or meet the right people."

"Luck is what happens when preparation meets opportunity."

"I think they're the same."

"With a little work."

"Even if one has good luck, hard work must accompany it to maintain success."

"In most cases that I've seen it's not what you know, it's who you know that advances people."

"You won't get anywhere if you wait for luck to play it's hand, but with hard work you'll be more apt to achieve your goals in life."

"Both--work is very imp. but also is timing."

"Luck helps but I think hard work is the answer."

"I think a hard worker is more appreciated."

"Good luck and God sure do come in handy."

"A little of both is very helpful."

"Luck plays only a small part."

"Both actually, but mostly hard work which sometimes makes your good luck."

"One must work hard, but luck has helped me also."

"One makes his own luck."

"Sometimes luck seems to run out."

"Without hard work, there is no good luck."

"There is no substitute for hard work."

"Life and work are not gambles."

"In a business world the best qualified for the job gets the job."

"Knowledge of people and situations."

"It takes both, but mostly hard work."

"Life is full of good luck--but we have to work hard to fulfill it."

"Hard work first but luck helps."

"Nothing is given to you on a silver plate."

"Both are necessary for success."

"If you work hard most likely luck will come."

"Parents place in community made a difference to employers hiring you."

"If you work hard, someone will take notice and you will eventual come out ahead."

"The harder you work the luckier you will be."

"This may not show true at first but in the long run and over all it is the work that counts."

"I only needed the opportunity to prove myself."

"You need a little of both."

"A great deal of hard work but some luck, too."

"Unless good luck includes native aptitude and intelligence."

"A person can create opportunity."

"A will to learn."

"I didn't learn this soon enough."

"Combination of both."

"Lots of hard work and making your own luck."

"Ability."

"Anything worth having is worth working for--It is certainly appreciated more."

"Hard work produces good luck."

"When one really puts forth an effort, it will be recognized and will pay off."

"Also some luck or fate after the work."

"Though both are damned important."

"Although I think hard work is most important, good luck such as being in the right place at the right time does help."

"Need some of both to get ahead."

"Hard work--good luck doesn't hold out for ever."

"Hard work brings good luck."

"Mostly work. But sometimes it helps to know the right people."

"Hard work is most important but luck helps."

"It takes both but hard work makes some of its own luck."

"Hard work pays off in dividends in the long run than luck does."

"I don't believe in luck, one has to make their own opportunities and take advantage of those that present themselves, this can only be accomplished through hard work and planning."

"Employers like enthusiastic, hard working employees."

"Hard work--essential; luck helps."

"Whatsoever a man soweth, that shall he also reap."

"Hard work, planning, and a little luck (in that order.)"

"People rarely pass college exams with just luck; in my field if we relied on luck, rather than work and knowledge, we might kill someone."

"With a lot of hard work, luck seems to improve."

"A little luck never hurts, but hard work will be recognized in the long run."

"You can work hard all your life and get no where."

"If you ever hope to be someone of major importance you have to work hard, but luck will help."

"Luck is not a good foundation for a job."

"Hard work--it assures you of staying ahead, once you get there."

"I am just now getting ahead, and it took a lot of hard work."

"Also Personality and Sociable."

"Nothing in life is given to you--you must work for it."

"The harder you work the more success you will have in life."

"In Companies I have had contact with it was who you know that gets you ahead."

"Have to know what you want--your goal."

"If one depends on 'good luck' alone, what happens when it is 'bad luck'. One must make his own luck."

"Both, Hard work mostly--I think both play an important part."

"It takes hard work, you never get something for nothing."

"Good luck is of some importance, but hard work opens more doors."

"Anything worth having is worth working for."

"A little of both, mostly hard work."

"Both are somewhat necessary."

"Luck isn't much good without some ability to back it up."

"Luck helps."

"In most situations, playing politics was the most important."

"Don't listen to classmates who condemn you for hard work."

"If a person works and enjoys it, the good luck can come of it."

"Hard work brings good luck--you make your breaks."

"Also working on a job which one enjoys and presents a continual challenge."

"Well planning of choice of field to work in."

"Personality is first; training is second; luck is third."

"Hard work and good management."

"Both are important--hard work makes luck pay off."

"I know from experience (hard work)."

"A desire to achieve is needed."

"You make your own luck."

"Hard work 90%, luck 10%."

"I try to forget my home problems and give my boss a clear mind for a full day."

"Hard work is a must, but good luck is also a factor."

"Good luck is not dependable--Hard work is best insurance!"

"I really think both have a great deal to do with your success."

"Determination and encouragement, especially from parents and teachers."

"Hard work can bring good luck."

"Actually a combination."

"Both are essential."

"Good luck not always there."

"Many top college grads can get jobs only through relatives or friends--much of life depends on who you know."

"A combination of both."

"The desire to succeed and have a profession rather than a job."

"A great deal hard work but need some luck to get the right position upon graduation."

"Combination of both with most emphasis on hard work."

"It takes a lot of both."

"Luck helps tremendously."

"Both helpful!"

"A person makes his way."

"Marry well."

"Luck helps, but you have to work to make it, the job, count."

"Good luck is a frame of mind."

"Luck played a part, however,"

"Being content in your field. If you are working in a field you like there is pleasing, self satisfaction. We are best at things we like."

"By putting all our faith in God is the most important thing."

"Because of hard work you make your own luck."

"Things worth having don't come easy."

"Both--hard work will usually get or make one have good luck in contacts, etc. Hard work usually sustains the person in the long run."

"Hard work and the ability to recognize and take advantages of good luck."

"I could never depend on luck."

"Hard work and good luck makes a good combination."

"Also look for better opportunities."

"Luck only comes to a few people."

"Understanding work important."

"Without hard work, planning, and study one will go no where."

"It also depends on the ability to adapt to situations."

"Almost anything can be accomplished with hard work."

"Hard work is necessary. One must work to get what they want."

"I think hard work is essential but, unfortunately if one is lucky enough to know the right people he goes faster and further."

"Pick a goal and work toward objective."

"A lot of common sense."

"Luck comes and goes. Work is dependable."

"Hard work will get you only more work."

"Because if you don't apply yourself, you won't get anywhere."

"Getting ahead is over-emphasized. Enjoying one's work makes one work harder and is much more rewarding than a fat paycheck."

"Hard to say."

"Hard work has a way of bringing good luck."

"Also, good luck in meeting the right people at the right time. Faith or God's Destiny."

"Hard work and no play makes Joe a dull boy. Luck is when opportunity meets preparation."

"I wish my parents had given me more backing and pushed me harder; I know if they would have, I could have done much better."

"Hard work is usually noticed but being in the right place at the right time is a form of good luck."

Question 26

If someone were to offer you two jobs, one a secure job with an adequate income, the other not so secure but with more opportunity for advancement, which one would you take: _____Security, _____Opportunity.

Comments:

"Few jobs are totally secure."

"It's just a good feeling to know you have a secure job."

"Each new opportunity will broaden your education and will prepare you for other jobs."

"Opportunity can be found almost anywhere."

"This is what I am into now--but!! must look at types offered, would make difference."

"I won't be able to work all my life, so I would want some security when I retired."

"I am a farmer."

"Opportunity doesn't come too often."

"Security oriented jobs lead to stagnation and routine. Also usually have a fixed level of accomplishment."

"I would have to know what my personal situation was to make such a decision."

"Security does not open the door to happiness and only by being happier can you put all of your strength into a job and do the best that you may offer."

"Bird in the hand is better than two in bush."

"Encourages work and wisdom both ecential in the world today."

"Depending on salary."

"I like to have a secure feeling."

"My career illustrates the latter."

"Person can always find a job with security."

"It's like driving a nail into a board. With a number of good hits, one can relatively easily drive it home, but if one would try to drive it in with a couple of good hard hits, there is a chance of the nail bending and not going in."

"If you like challenges take opportunity."

"I think this is a good example of some people being luckier than others."

"A good job is hard to get, so when you have one take care of it."

"If the same question was put forth at the early age of 18, I then would have chosen security."

"I like to know where I stand at all times."

"Security is a good thing to have."

"With good security, you can create all kinds of opportunity."

"Since I have a husband who has a secure job, I would take the one with opportunity for advancement. If I were solely responsible for the support of my children I would take the secure job."

"The more opportunity the more security."

"You have to look at the long-range plans."

"Prepare for the future."

"Both."

"Ambition and hard work often lead to opportunity and security."

"At this stage of my life the unemployment rate and the elimination of jobs would force me to take a job which offers security."

"The more science and math courses that one could take, being prepared I think. I think giving the opportunity anyone with confidence in himself can handle his own security."

"The job that best suits my interests."

"I chose security for myself but would advise opportunity for others in a different situation than myself."

"Always look ahead for better things."

"Anyone willing to work can always be assured of security."

"One should set his goal high in life, take every opportunity he can to reach it."

"A job to me is merely a means of supporting my interests."

"Being a female I prefer a job with security."

"Opportunity to prove ones ability to himself as well as others is security."

"Security would have been my answer until I became a Registered Nurse. With that case, security and I would seize any opportunity for advancement now."

"My husband has taught me this fact of life. Security isn't everything. Liking what you do and working conditions mean more to us."

"Security is the most important when you have bills to pay and a family to feed and clothe."

"That's a tough one!"

"In the long run security is the best choice."

"If you try your best there is always advancement somewhere."

"Because security tends to lead you into a rut and is less interesting."

"You may have the opportunity for real advancement in a certain job."

"With opportunity you can gain security."

"The association with people is the key to success."

"If you work hard enough, you're more apt to advance to a better job."

"The one that offered a challenge and opportunity, but by the same token not if it didn't fulfill my inherent talent for the job."

"A person should advance themselves if it's at all possible."

"If I had no family I would take opportunity."

"I have confidence in myself."

"Today opportunity--10 years ago security."

"Opportunity gives an ambitious person a chance to venture out and beat out boredom."

"This to me would be dependent upon whether or not you were the only source of income for you and your children or family. Since I would have my husbands income for security, opportunity would make my working worth while."

"Self confidence in ones own ability to make opportunity security."

"I like to know where I and what I can depend on."

"Hell a job when there is opportunity for advancement, you enjoy the work and will or it man the lucky you will have security."

"If your work is good enough, the income will increase."

"A person should always reach out to increase his ability."

"Rather have a steady income to depend on."

"Opportunity would have been selected at time of graduation but security has priority now."

"Nowadays no job is absolutely secure."

"There are no secure jobs today."

"No job is complete secure, I would rather have a job with challenge."

"There would possibly more freedom for thought and experience while working your way up. Possibility of more interested work."

"I like the chalange of learning new challanges of learning new skills and techneques."

"One can always find a relatively secure position."

"A person that works each day needs to advance on his work instead of doing the same job day in and day out."

"I am too ambitious for a job with no challenge and no future."

"I think security much more important advancement will come later if you work hard."

"Both only if it interests me."

"In my case, opportunity, in civil service now and of course depending where you go always room for advancement. I like rotating, and it improves your view pts. on a larger scale."

"This cannot be answered directly because other things are to be considered."

"Security is peace of mind."

"With the cost of everything today jobs that pay well mean more to a growing family."

"A specific job does not have to a final answer to one's livelihood."

"I find that I get stale if I stay in the same position too long."

"I would take the job I would enjoy the most."

"I am a married man, therefore security is more important to me."

"Depends upon the type of job."

"One tends to try harder in a competitive atmosphere."

"A job at this point in my life would be one which would be a challenge creatively."

"A person who works hard will always have security."

""Might be different if were sole income for family unit."

"If the job were one in which I had interest."

"Security is important to me. Most women probably feel this way. I'm just not a gambler!!"

"Rather difficult to say, security is also very desirable."

"I would have to know more about both jobs. One may not be to my likings."

"When you have obligations you look for security."

"A secure job with regular income, even if the salary was not as much."

"What about pay??"

"I need to feel that I have the 'chance' to do better."

"I would go for the advancement because it produces more income and more income produces its own form of security."

"Both are necessary and both are obtained in one's job if prepared and effort is exerted."

"I like to eat regular."

"Stability and security is good but in order to advance you must take chances to reach the goal that will satisfy you."

"Security means more to me than taking a job not being sure if I'll be there next week."

"You can depend on a secure job."

"I would look at the job from the point of the amount of effort I would be able to put into it and what I could do to make it a more secure job with a lot of hard work."

"It's always nice to have security, something you can depend on."

"I'm supporting three children without any help from their father, so it is extremely important that we have a steady income to depend on."

"I like security."

"I have obligations of a young family that are going to exist for the next 20 years and then will be over."

"This would depend a lot on the job."

"Have many friends who chose security, but are unhappy with their jobs and are not earning the salaries they could earn."

"Would depend mainly on type of job."

"Should not be content to stand still. Sense of accomplishment comes with advancement."

"Bad question--would require careful analysis."

"Being married, with a family, I would be foolish to turn down necessary security they would need."

"Like security best, but the opportunity for advancement should also be looked into."

"I like a challenge."

"Depends on whether I was making a career or not."

"If you work hard and supply yourself you will get the advancement you should."

"I have enough skills to know that should I fail in a new job I can return to my old job."

"I would work hard to try to reach the top."

"If I had only myself to consider the opportunity would be appealing, but as a housewife and mother, if I worked, steady income."

"I would take the one I could do the best and liked the best."

"If we cease to grow, we cease to live."

"Security is important, but life also must have some challenge."

"I think a man should always try to better himself."

"This, too, falls on person. One has to think of family and future, whether the job is likeable or not. Why take job not knowing if you will have one tomorrow? Leave opportunity alone and take security, eventually advancement will come."

"If the job is not secure, the opportunity won't be much help. You must have security to be dependable."

"A job without possible advancement could get very boring."

"If there is a lack of opportunity, there is a lack of hard work and interest."

"Question is too general for direct answer."

"I would take the job that would interest as well as challenge me."

"I'd try to find both in one."

"It just turned out that way."

"I'm still looking for opportunity."

"If one has the opportunity he can always succeed. If I had a job with no opportunity, I would find another one."

"If I worked I would have the responsibility of supporting my family. I couldn't take chances with that."

"I believe this day and age everyone needs security."

"I don't believe anyone should stick to a job he doesn't enjoy for security but use good judgment, and if opportunity is there, take it."

"Security is an important step toward success."

"Because I'm married."

"Obviously this depends upon one's definition of "adequate" and "Not so Secure."

"If this were available in Shreveport, out of necessity, I'd have to choose secure job with an adequate income with no opportunity for advancement."

"However my wife makes a fair salary so we don't owe much money, so we have security."

"Could lead to more money."

"This, of course, depends on family responsibility, etc."

"I don't have to worry about security as I am married and my husband makes a good income."

"Security is easier to find than real opportunity."

"Opportunity if I enjoyed the job."

"This is what I did--make security out of opportunity but never vice versa."

"I'd rather have both."

"I would take security in this day and age, but if I were a man who wanted to advance maybe, it would be opportunity."

"Would depend on the job."

"I would rather have a secure job with pretty good income for my family's protection as long as I enjoyed my work."

"I am an opportunist and working always for the 'the skies the limit'."

"Answer depends on factors involved."

"I am a stock broker which has very little security."

"My income would be supplimentary--if it did not work out, I could look for a more secure situation."

"If that job fell through, I believe I'm qualified to get another."

"I am self employed."

"I have neither a secure job nor adequate income--rather ambigous question."

"In sales, I more or less wrote my own paycheck which I made big by hard work. I feel that if a person has the opportunity and works hard, the security will follow."

"I am married and have security from my husband."

"I would be more interested in opportunity."

"If I were the sole support of a family, I might take security."

"I am not money motivated and my aesthetic desires are being met."

"Would have to have more details."

"But would depend on the challenge of the job."

"I have two children to support!!"

"This may depend on the salary I make and the money I need to live on."

"That would depend on type of job, financial and marital status, etc."

Question 55

What suggestions would you make to your high school and/or post-high school institution (if you attended one) concerning improvements in training programs?

A. High school: _____

"More strenuous college preparation; more of the liberal arts-expressions in the arts; broader choices in the social sciences."

"I feel that councelors have given all our schools a much needed avenue. With career education on the upswing, it will be well for the students to become more aware of the advantages of some vocational courses."

"Concentration on courses that directly lead to practical application and gainful employment after graduation. For example: Accounting for bookkeepers, welding for welders, automechanics for mechanics and technicians, etc. I don't think college is for everyone and I feel that when I was in high school there was a social pressure for all to attend college."

"My high school has come a long way in offering vocational training to students, I believe that this aspect of education is very important and was almost completely left out when I was in school and therefore I see people my age without employment because they lack the training necessary to obtain it."

"The institutions need to better analyze the individual student's needs and help prepare them develop skills for immediate employment, if they chose not to attend trade-schools or college."

"Guidance counseling should reach into elementary grades. By the time students reach junior high school levels, their interests and abilities should play a more dominant role in curriculum structure. I am in favor of a far less structured teaching-learning situation than what I experienced. The development of more open situations, however, depends on the quality of instruction and the responsibility of the students. Teacher training must first be modified to a greater degree than has occured in the last decade to provide teachers who actually guide students in learning situations."

"Try and impress the importance of A Good High School Education to All Students. If they could only realize its importance to them. It is a must today in any thing they may do."

"Need to offer more special courses in vocational studies."

"I think there should be more programmed learning because I fell behind in math and I was never given a chance to go back and review what I did not learn."

"Person planning curricula and assigning teachers to teach advanced classes should be positive that the assigned teacher can "stay ahead" of the students."

"I think a guidance counselor is very important and every school should have one. If I would have had a counselor I don't think I would have made the mistake of going to Beauty School. I think I would have went to college or took a business course."

"High school teachers should be screened before employment to assure that they are well qualified to prepare the student for college or vocational training. Guidance with students should begin when they are freshmen, not when seniors. Emphasis should be placed on correct study habits and the theory of positive thinking."

"More job skill training for non-college bound students coupled with career counseling for all."

"First find out what the person plans to do after high school and prepare him with subjects that will help. Everyone should take typing and bookkeeping."

"More actual experience in working on a job."

"More vocational training."

"More vocational training for the non-college bound."

"Let the student choose his own course of study as much as possible."

"More emphasis on skills useful in an urban society; less interest on teaching obsolete courses; fewer recreational electives; more cultural electives; more cultural electives such as speech, foreign languages, art history, etc."

"A high school should offer more training in a profession, for the student, in a certain job for the vacinity in which he lives."

"I think we should stress more on themes and phrases and vocabulary study in our English classes. Chemistry should be stressed more."

"Get more courses which pertain to job skills, such as auto mechanics, carpenters, plumbers, sheet metal, electrical and other trades."

"As many students do not attend other learning or training centers after graduation; some vocational training should be done to prepare them for the job force."

"Older students (seniors) should be treated as the young adults they are. They are no longer elementary students. Many will marry immediately or go to work."

"I would recommend establishment of courses to include information concerning the following: income taxes, bonds, trusts, handling of estates, banking, financing, real estate, insurance. These and other related topics generally are faced by all young and inexperienced adults, yet little preparation to handle these matters is gained either at the high school or college level."

"In my personal view, something should be done to help prepare students in some type of skill. Not everyone can go on to further his education. So what are they to do?"

"More career training."

"A person in high school needs to do much more reading than I did when I was in school. It would have been particularly beneficial in my occupation, but any student would benefit. I believe most students entering college suffer from a weak vocabulary and assigned reading of various novels and short stories in high school would help overcome deficiency. I believe a reading class would be very much in order, one in which students would do nothing more than read and perhaps make oral reports on assigned books."

"I would like to see the present student body more informed than we were and I believe they are. In small communities the young and some older citizens don't realize the opportunities they have other than the most obvious."

"Students will learn better if they know how to solve their own problems and when to get help."

"Put more emphasis on training for future work instead of stressing point of attending college just to go."

"Have special courses to prepare students for college courses."

"More vocational training."

"I don't suggest any radical changes. I find basically high school should stick to the three R's and strive to give the student direction and encouragement. It should equip the student to do his own thinking and stand on his own so he will be able to live as a productive human being. I don't feel like we should turn our high schools into trade schools."

"I would like to make at least two suggestions. (1) a strong vocational program for those that don't desire further education, (2) strong counselors to guide and help students in choosing the best course of study for them."

"Stress the need to elect the courses most suited for the post high school program and apply self."

"Teach students how to make a resume, and how to go to an interview. The first impression is the most important."

"The training now, I feel is better than it used to be as far as preparing students for college. I think you should try to also add something for students not planning to go to college. (welding)"

"High school should provide students with the skills needed to obtain jobs. And familarize students with the various careers."

"I would suggest that the school try to give the student a better understanding of how important it is to know what he or she wishes to accomplish in life and do so by making sure he or she knows exactly what it will take to succeed in the profession he or she chooses. Help he or she fully understand what that particular chose field entails."

"To all High Schools please try and get an education. Take from one because I wish I had. It may seem hard at first but college is the answer. If not you end up like me."

"Provide many courses for students with high academic standards. Make students work harder in high school in order to prepare for college--good study habits very important."

"Most training programs fine as are. Problem is in trying to make student understand important or school and apply himself."

"More emphasis on math and science for college bound."

"Have a guidance counselor that would suggest getting more college education before anything else is advised."

"Require more specific instead of general courses to prepare you for post-high institution."

"Should place more emphasis on vocational training courses for both boys and girls--less history and advanced sciences and more training wither direct or on the job."

"Get all the education you can."

"More electives and less required courses such as history and sciences."

"There is nothing high schools can do to prepare a person in the line of work other than reading, writing, arithmetic and spelling. Need on the job training."

"Train children to make a living for themselves. Not every student is college material. I think the time has come for our high

schools to bridge the gap for the student who gets out of school and doesn't plan to continue education. Train students in vocational field as well as basic academics. Help him to determine field best suited to him."

"My school was easy and did not prepare well for college--could not compete with students from larger schools--Teach self-discipline."

"Give student more incentive, take politics out of school--hire teachers, then coachers."

"Some type of technical training--not take the attitude college is only answer to secure life."

"Teachers should try to find the potential in a student, not treat him like a number--Teenagers give a strong outward appearance but inside are insecure and need guiding--Older teachers should step down when students become a pain instead of a challenge."

"Need career education."

"Attendance and graduation necessary to all profitable employment."

"Employ full-time guidance counselors who care about students."

"Bring in more foreign languages and more vocational training. Try to shift the emphasis from grades to learning just because its fun and makes you a better person."

"C.O.E. - D.E. programs are great."

"There was no counselor or training programs when I went to school. I think they are tremendous in training young people for jobs."

"Offer courses that will prepare or help young people for what they plan to work at after graduation--whether it be college or plumber. Have open discussions about problems that face them--sex, drugs, etc."

"To inform a student as to what is available--types of positions and the training programs needed to work in that area."

"Have more job training programs. Such as the plan where students taking business courses are able to work in some type of clerical work. This could also be applied to other courses."

"More guidance."

"Wider range of courses."

"More training for people not able to attend college. More training for basic jobs for people who do not plan to go to work but later may have to."

"Prepare yourself for a well-rounded education. The job you plan to get may not be available."

"Stress college prep courses for those planning to attend. Provide more technical, vocational training for those or do not want to go to school."

"More supervision of teachers to see that students are actually progressing."

"More vocational courses and direction for non-college preparatory students."

"Create more desire to think on one's own than memory-type learning. Learn not earn grades."

"Higher academic standards for those planning to go to college More electives, such as, drawing art, engineering."

"Offer more courses. Arouse enthusiasm!!"

"Prepare students more to the fact that hard work is not going to hurt them."

"Determine student interest before 9th grade and guide them in that direction."

"More records, filmstrips, visual aids, more open discussions and student participation. Urging students to work to their fullest capacity without holding them back for weaker students. More actual experiments and training without simply lecturing in what ever areas this is possible."

"Need to add more courses to train students for specific jobs."

"More training programs."

"The addition of courses for training students in specific skills. Examples: welding, carpentry, plumbing."

"More training in fields, like small equipment repair, everyday things, like changing tires on cars."

"Have more opportunities for students to observe various occupations. Make sure students have good math and English teachers."

"Offer more college preparatory courses. Place at least one counselor in each school. Reduce the number of pupils per class."

"More time allowed for student participation in actual experience situations; less emphasis on book, more on application of techniques and methods learned--in other words don't tie these students to the classroom to the extent they presently are."

"More student participation in learning activities--in my field you learn best by doing."

"Steer students into area where their abilities fall and not try to make all students college material."

"Try to make every student aware of what to expect in the business world and academic world."

"More counseling concerning courses that will be taken in college."

"Need to talk with students before senior year to find out what they want out of life to help them plan their course work."

"More actively pursuing students about vocation and not waiting for the student to seek out counselor."

"Students should be told the truth about the business world. It's a cold ruthless game, and no place for a dreamer."

"Short term 'extra' courses for purpose of special skill such as typing for students who will need this in college, but are not interested in an office machine course--perhaps a 6 wk course before or after school--other skills as applicable."

"Encourage students early to determine job preferences through seeing what kind of activities are involved and through testing of interest and skills to better direct study course."

"I think the Office Education Progrsm is a great aid. I feel more programs such as this should be established."

"When first entering high school be pretty sure of what you want to do after graduating, and plan for this when choosing your courses, try to stick with this decision, if possible. Most students need counseling to help them deside just what they want out of life."

"More practice--less theory."

"Include in these training programs professional people from private enterprise, etc.--to get more insight into what the world and jobs of the future will really be like."

"In the 2 years I attended W. M. I received no counseling as to my interests or plans after high school. Maybe it wouldn't have

helped anyway because I didn't know until Spring of my senior year that I was going to college."

"Provide field trips and speakers from local business and industry to familarize the student with a vocation. Demonstrate the importance of each course in a vocation."

"Give students some idea of the job opportunities available in the real world. Stress the need for an early decision on a vocation and a concentrated effort to achieve that vocation and that college is not for everyone.

"Make sure all students going to college are well drilled in the fundamentals of English and Mathematics."

"Do away with the present A B C D Fail grade system. Instigate a pass fail system or student evaluation system. Also do away with the curve grade and student competition for grades."

"Needs more job training programs since so few attend college or desire to."

"Smaller classes, more effort to help individuals develop their particular skills--In other words closer attention to the individual."

"Help prepare future college students for the tremendous amount of studying and required work in college courses. I knew very little about research papers (term papers, etc.)"

"More understanding between teacher and pupil; parent and teachers."

"At the time of my graduation, we had absolutely no guidance counselors. This is essential for helping you select the correct subjects for your chosen career."

"The main thing that I can think of would be to add more elective courses that a student could choose from that would better help them in a particular trade or job."

"There should be vocational training or I should say more. High school should prepare for jobs."

"Attempt to get more students interested in subjects and programs best suited to his or her skills and talents."

"Offer more job/skill related courses. Fewer academic."

"More vocational courses for those students who do not plan to attend college and more advanced courses for students planning to attend college."

"Courses to be governed more toward vocational training. I believe some courses in the line of trade school courses are needed in high school. I also believe math courses are to be stressed. I have found that math has a place in everybody's business."

"More work details that are used in the Business world."

"Include sophomores and juniors in guidance counseling for training toward future employment and the possibilities of what it may be."

"Offer students a greater variety of courses to benefit them after graduation."

"Try to be understanding with problem students. What may appear to be an unconcerned attitude can be a very serious problem that is affecting the student emotionally as well as scholastically. I will never feel that I received the proper attention."

"I think a person who knows he isn't going to college ought to be given intensive vocational training the last one or two years."

"More vocational and distributive education. Less college preparation except for those students who specifically intent to attend college."

"A program of on job training for students if they desire and if the jobs are available."

"It is my belief that if I had been encouraged more by my teachers and parents, I am sure I would have done much better. During my 4 years of high school, college was not mentioned to me except once a year at a student body meeting."

"As a student just out of high school I had no idea what I wanted to do or what a job was really all about. I would suggest that the students be trained by individuals out of school system for jobs and have business men come in and explain what they do and what they expect of their employees. Two month courses in several different jobs would help a student decide what he likes and dislikes."

"Stop emphasizing on so much sports and more on job skills."

"Less theory and more practical experiences."

"Giving a student a little more outlook on life and vocational jobs available around his community or city."

"Making it more relevant and interesting to the students."

"Specific training in vocational areas for those people not going to college."

"Better counseling program and creating industrially oriented high schools."

Question 55

B. Post-High School Institution:

"Need more on-the-job training; or in the case of education, earlier involvement in the program."

"Train for life's work--assist in job placement."

"It's been 9 years but I think better advice on the world of work. More realistic testing methods."

"More emphasis on facts of life concerning cost of living, salaries, cost of training for better paying jobs."

"College curriculum should be arranged so that they will be more practical in terms of 'earning a living.' Many required college courses have absolutely no value--other than the fact that they are 'required.'"

"As for college, I was not prepared for college life at all. I should have had more counseling on this in high school. I was thrown into it and I was afraid. I did not understand it (the courses) and after awhile when I felt I could not make it, I gave up and quit even trying--I just wanted out. As for business college, it was a breeze and I enjoyed it."

"Too many unnecessary courses are required for a degree."

"Only one comment concerning education major--More time in the classroom and less in boring education classes."

"Students who plan to teach should have more experience in classrooms where they will be teaching upon graduation."

"Counsel students to be more realistic as to future needs. Cut out lecture type classes which leads to memorization on tests. More class participation in courses in the form of essays, debates, panels, etc."

"Do away with the 'curved' grading scale. This only produces people who <u>think</u> they are smart. Emphasize whole <u>self</u> development. Provide more freedom in the choice of courses that one may take. Do away with antiquated teaching procedures imposed on the instructors by the school administration and petty politics."

"Greatly improve education courses so that practical information can be obtained and utilized in classroom situations. Get rid of busy work."

"Offer earlier guidance and information on career opportunities. Most high school graduates have no idea what they want to do or can do."

"More courses in each major field should be required. College and university students are required to take many courses which are of no use to them in later years. In the field of education, future teachers need more courses in the methods of teaching."

"Introduction to major course of study before junior year."

"I think my college could improve by being more contemporary with all of its course offerings, more practical experiences should be offered the student such as expanded intern programs, lectures, getting down to practical current issues in business, gov't, science, and other disciplines."

"Requirements in General Studies should be reduced. The individual should spend more time and effort in the area of concentration."

"More emphasis should be placed on the applicable mechanics of the student's profession or vocation instead of the traditional theoretical application."

"Most universities and colleges already have extensive training programs. The job for the student would be to gather information on the particular institution or training center and determine his or her preference."

"A more realistic forecast of job opportunities pertaining to your chosen field."

"Teacher trainer institutions should provide more realistic courses for students training to teach. They should begin at the freshman and sophomore levels rather than junior and senior level. This way these people would be better trained and informed about education as a profession."

"Again the institution should involve the student in more real life problems and situations."

"Get instructor who are sincere and can relate to the students. Get teachers who know HOW TO TEACH (not just the subject matter) Get guidance counselors who are good at it and let them spend their time guiding the students into the fields which suit them."

'With all the business courses I've had and did well in, I could never find a job using this experience-reason-no one would hire me without any experience."

"Support vocational and technical schools. To me these are just as important as colleges."

"Eliminate 9/10 of the required subjects not related to major course of study and allow much more freedom in selecting subjects of interest. A General Liberal Arts major prepares you for nothing and is of little value on a crowded job market."

"There should be more Trade Schools throughout the State so they will be easily accessible to all students who desire further training in this area of work. College and university courses are not for everyone and those who choose non-professional type work should be adequately provided with opportunity for training."

"Increase in emphasis on technical skills and preparation for technical vocations while maintaining academic opportunities."

"College and Trade School--certification of meaningful studies; offer a balanced curriculum of professional and vocational courses in balance according to career choice."

I feel colleges fall short in preparing students for careers. There is not enough emphasis on the major field. Students need to train for careers through more job training. Too much emphasis is placed on classroom lecture and written examinations."

"Allow more flexibility in student program, with advice in how to use that flexibility for best advantage."

"Make student aware of real life business or professional world situations and prepare him to deal with them. Integrate classroom and book work with practical applications."

"Need more on-the-job training. Students with a head full of theory and no experience are often disillusioned by actual working conditions."

"I personally feel that the colleges of education throughout the country need to take a good long look at themselves."

"Less dry lecture; more on the spot experience."

"More preparation before student teaching in the actual classroom situation. Better training in one's minor field."

"Do not lose sight of the value of a liberal education as opposed to a technical-oriented education."

"Provide employment statistics concerning salary, supply and demand. Update the curriculum to meet the demands of a changing world. Provide an efficient and effective placement service."

"Provide better counseling services beginning with entrance into the institution particularly in the trends and opportunities of careers. Some effort should be made to determine your suitability for your career choices and help in determining alternative means of action if this is needed. Instructors should be qualified and should have the ability to teach. Course should be reality oriented with practice as well as theory emphasized. In both institutions the fact that good counseling services are available should be made known to the student. The lack of good counseling services in schools is one of my biggest concerns."

"Make a better effort to aid in employment after training."

"More effort be made to help student see the needs, problems, and opportunities of particular field of study rather than just learning of facts and past achievements."

"Make the information more valid for everyday living rather than being book centered."

"Provide meaningful instruction. Show a genuine desire to help students. I was very unfortunate at ------- University to have instructors who were there for the sole purpose of making a name for himself by publishing papers. Instruction there was secondary. I believe it is more so today. A degree from ------- means very little to local industry."

"Learn how to apply book learning to situations encountered in job situations. Need to make course work more relevent to real life situation rather than dream-like world most schools are in."

"The entire program leaves much to be desired. New and practical leadership in desperately needed in this institution."

"Do not try to make the student think he is going to have the world on a string just because he has a degree."

"More people should attend a two-year trade school. They will there learn an interesting trade which will help them earn a very decent wage. The colleges as such should offer courses in academia for teachers, researchers and people wishing to become "educated."

"Insure that teachers that want to teach and not just do research work are hired. Research profs are great in graduate school but lose a lot of talent for the university when they 'turn-off' the under grads."

"1) Attempt to give the student some skill rather than producing walking encyclopedias. Few industries want individuals who are loaded with facts and figures. Rather, they desire employees with technical and semi-technical skills along with a broad educational background.

2) More emphasis should be placed on term projects, discussions and practical performance than on examinations in determining a student's grade in a course."

"Encourage students to take practical ourses which will help them in everyday life."

"The mind can grow so much faster when it is given questions to explore instead of answers to memorize."

"Professors should take some education courses. The poorest teaching is done in college."

"Take more time with average students or below average students. They are the ones that need help to become useful citizens. Many have great potential if encouraged."

"Decide on what you want to do after high school and take subjects that will help you in this field."

"You might counsel more with individual student about their future and help them select vocation."

"More training in actual situations which occur in everyday business life."

"Students will learn better if they know how to solve their own problems and when to get help."

"Put more emphasis on training for future work instead of stressing point of attending college just to go."

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

One of the most serious problems facing society today is to provide an educational system which acknowledges the existence of the individual's needs and to develop adequate programs and facilities to meet these needs.

Programs must be provided to develop the capacities and the abilities of all individuals enrolled. The individual should be encouraged to participate in experiences which continuously increase the personal, social, academic and vocational competencies needed in our society. To make education more relevant to today's needs and to the needs of the individual student is of primary concern to everyone.

This research had three primary objectives: (1) to identify the curriculum followed by students who graduated from high school in a given decade, (2) to identify the kind and amount of post-secondary education and training pursued, and (3) to identify the occupational experiences of these graduates. It was also the intent of this study to seek and record expressions as to the value of high school subjects and experiences as they affect the occupational and educational expectations of former students. Participants were also asked to make comments and recommendations concerning high school instructional programs based upon their training and work experiences.

The Descriptive Survey Method with the Mail Questionnaire Technique was used in this research. Questionnaires were mailed to

approximately 4,700 graduates selected at random by local high school counselors. Data were obtained from questionnaires that were returned by 3,035 graduates; 1,612 females and 1,423 males. Information secured was programmed for computer processing by sex and curriculum pursued to supply a frequency and percentage distribution of all items contained in the data gathering instrument.

Summary

In summary, attention was focused on: (1) High school experiences and curriculum pursued, (2) Post high school education or training, and (3) Occupational experiences of Louisiana high school graduates.

High School Experiences and Curriculum Pursued

1. The subjects utliized in this study consisted of 3,035 graduates of Louisiana high schools for the decade 1956-1965. Comprising this number were 1,612 females and 1,423 males. The respondents were rather evenly distributed by sex and by year of graduation.

2. Over 50 per cent of all respondents claimed to have pursued a General curriculum while in high school; over one-third pursued what they considered to be a College Preparatory curriculum; less than 10 per cent of all respondents pursued a Vocational curriculum; and nearly five per cent did not reply as to curriculum pursued while in high school.

3. A large percentage of all male respondents took vocational agriculture while in high school. A little over one-third of the males in College Preparatory curriculum took one or more years of vocational agriculture, nearly 20 per cent took vocational agriculture all four

years; over 60 per cent of the males in the General curriculum took one or more years of agriculture, nearly 50 per cent took agriculture all four years; about 50 per cent of the males in Vocational curriculum took one or more years and nearly 40 per cent took vocational agriculture all four years.

4. A large percentage of all female respondents took home economics. A little over 70 per cent of females in the College Preparatory took one or more years of home economics, over 25 per cent took home economics all four years; over 83 per cent of the females in the General curriculum took one or more years, 51 per cent of the females in the General curriculum took home economics all four years; 47 per cent of females in the Vocational curriculum took home economics one or more years, while only 26 per cent of the females who claimed to have pursued a Vocational curriculum took home economics.

5. A relatively large percentage of all female respondents took one or more years of office education. It was also indicated that a large number of all males took at least one year of office education. However, there was a tendency for all groups to drop out of office education after taking two years. Over 25 per cent of the males and 52 per cent of the females in the College Preparatory curriculum took one or more years of office education. Over 37 per cent of the males and 61 per cent of females in the General curriculum took one or more years and nearly 25 per cent of the males and 78.5 per cent of the females in the Vocational curriculum took one or more years of business education in the Vocational curriculum.

Evidence indicated that in the College Preparatory and the General curriculum the percentage decreased for both male and female respondents after two years in business education. The pattern follows through to some extent in the Vocational curriculum with nearly half of the female respondents taking business education only two years. Only 7.6 per cent of the female respondents in the General curriculum took business education all four years in high school.

6. Nearly 80 per cent of the female respondents who claimed to have pursued a Vocational curriculum were located in office education.

7. Three-fourths of the male respondents who claimed to have pursued a Vocational curriculum were located in trade and industrial education and industrial arts.

8. Data indicate that most respondents, both male and female, appeared to like the high school curricula; however, this is more or less contrary to the comments made by respondents when asked to comment concerning improvements they would recommend for training programs.

9. Opinions varied when respondents were asked to indicate the things they liked most in high school. About 20 per cent of all respondents indicated they liked courses most, while a majority of the remainder seemed to like activities, friends, and athletics most.

10. When asked to reveal the things liked least both male and female respondents in all three curricula indicated they liked courses offered least of all.

11. There was a noticeable trend for the females to like English and the males to like math and science. The reverse was true when the respondents were asked to indicate the courses liked least; male

respondents in all three curricula indicated they liked English least and the female respondents indicated they liked math least of all. Very few respondents indicated that they disliked any of the vocational courses.

12. More respondents in the Vocational curriculum than in the College Preparatory or the General curriculum indicated that high school courses helped when looking for a job; however, about two-thirds of the respondents indicated that high school courses helped. When asked to list specific courses, nearly one-half of all respondents made no reply. Of those that did reply math and agriculture were the most frequent courses listed by male respondents; while business courses and English were the most frequent courses listed by female respondents.

13. Vocational graduates felt that the high school made more effort to prepare them for jobs than did the College Preparatory or General curriculum group. Particularly this was so with the female respondents. Approximately one-fourth of all respondents felt that the school made little or no effort to prepare them for jobs.

14. Few respondents considered that they applied themselves very hard in high school to get training necessary to get a job.

15. Over one-third of all respondents made no reply to the question about job aspiration while in high school. The largest group that did reply indicated a preference for the public service cluster of jobs. Another cluster receiving a high degree of interest by all female respondents was the business and office cluster.

16. Nearly one-half of the female respondents and a little over one-third of the male respondents in the College Preparatory curriculum

aspired to the professional level of employment. A larger percentage of the females in the General and Vocational curriculums aspired to the clerical level. A rather high per cent of the males in the Vocational curriculum aspired to the skilled level of employment.

17. Nearly all respondents appreciated the fact that hard work was a key to job progress. Very few felt that they could depend on luck.

18. Over half of all respondents felt that opportunity for advancement was more important than security in a job. There was a tendency for the females to be more conservative, they felt that security was more important than opportunity.

19. Very little change was noted in the response from graduates in the jobs they aspired to while in high school, kind of job graduates would like most to have now or job expectations five years from now.

20. Over two-thirds of all respondents indicated that five years from now they expected to be working in the same job they have now or working with the same company but in a better job.

21. Males in the College Preparatory curriculum had greater income expectations than any other group; however, most males expected to have an income of over $10,000 five years from now.

The big difference in income expectations existed between sex, few females expected income of over $10,000; however, a large per cent of all females expected their spouse's income to be over $10,000.

Post High School Education or Training

1. Ninety-five per cent of the respondents who claimed to have completed the College Preparatory curriculum did attend some type of post high school institution. Over three-fourths of this group attended a college or university.

2. Almost 70 per cent of the respondents who claimed to have completed the General curriculum attended some type of post high school institution. Less than half of this group (approximately 37.5 per cent) attended a college or university.

3. Approximately 70 per cent of the respondents who claimed to have completed a Vocational curriculum attended some type of post high school institution. About 14 per cent of this group attended a college or university. A little more than one-third of the vocational graduates attended a vocational-technical school.

4. Most respondents completed their post high school training program. Less than one-fourth of all respondents failed to finish their post high school training program.

5. A very small per cent of all groups (less than 2 per cent) are still in training.

6. Most respondents felt that high school courses were of benefit in learning new skills required in post high school training; however, when asked to specify the courses that were helpful, more than one-half failed to reply.

7. About 30 per cent of the males and a little less than one per cent of the females received training while in military service, with the largest group receiving their training in the technical field, followed by leadership and clerical training.

8. Math, English, science, and business education were the courses that appeared to be most helpful to the respondents in military training.

Occupational Experiences

1. Over 90 per cent of all males--92.0 per cent of the College Preparatory group, 95.3 per cent of the General curriculum group and 94.0 per cent of the Vocational group--were employed full time when this survey was made.

2. Nearly one-half of all females--56.0 per cent of College Preparatory, 44.6 per cent of General and 36.4 per cent of the Vocational group were employed. A rather large per cent of the females--33.0 per cent of College Preparatory, 42.8 per cent of General and 50.6 per cent of the Vocational groups were homemakers. A noticeable number of females (7 to 9 per cent) were employed part time.

3. Less than four per cent of all groups reported unemployment.

4. There appeared to be very little difference when comparing the respondents present job and first job within occupational clusters; however, when comparing their present level and first level of employment all groups appeared to have moved up the occupational ladder.

5. A large number of all respondents--approximately 75 per cent of males and 60 per cent of females--indicated that their high school training was "very helpful" or "of some help" in preparing them for their present and first jobs. However, when asked to specify courses benefitting them most, almost one-half failed to reply.

6. More than one-half of all respondents failed to reply when asked to express the degree to which high school courses prepared them for jobs by skill areas. Of those that did reply, most indicated that they were moderately prepared.

7. The majority of all groups reported that they either located their present job and first job through a friend or relative or by

direct application to the business. Few respondents, less than 10 per cent, gave credit to the school for assisting in locating their jobs.

8. Well over three-fourths of all male respondents were satisfied with the work they were performing in their present job. Over one-half of all females were satisfied. In other areas of employment --pay, promotion possibilities, people (co-workers), supervision, working conditions and fringe benefits--a high per cent in all categories express some degree of satisfaction. More dissatisfaction was expressed by all groups with pay and fringe benefits.

9. Nearly one-third of all respondents made no reply when asked reasons for leaving first job. Promotion, whether in same company or another company, was the most frequent reply for leaving first job.

10. Over 40 per cent of all respondents had held other jobs in addition to their present and first job.

11. A little over 13 per cent of males and 40 per cent of females indicated that they had experienced unemployment for periods longer than three months.

Conclusions

This study revealed information about graduates of Louisiana high schools in the decade of 1956-1965. The graduates were questioned about their high school experiences, post high school education or training and their occupational experiences. From analysis of information received from 3,035 graduates of 47 high schools strategically located throughout Louisiana, the following conclusions were drawn.

1. Louisiana high school graduates have given a good account of themselves in the post secondary educational arena as well as the work world.

> As evidenced by data in this study a large percentage of high school graduates went on to post secondary institutions and in the main they were successful in completing their programs of study.
>
> It is also significant to note that they are employed, they have advanced up the occupational ladder, and are reasonably satisfied with their jobs and the institutions they work for.

2. The majority of Louisiana high school graduates pursued a General curriculum while in high school.

> Data reveal that 51.8 per cent of all respondents claimed to have pursued a General curriculum; 35.8 per cent a College Preparatory curriculum; 7.8 a Vocational curriculum and 4.6 per cent were unclassified or did not reply. In reality they all took the same ten required units leaving only seven units as electives. The electives in most schools were limited, some so regulated that many respondents did not know they had a choice of electives.

3. In reality many Louisiana high schools offered only one curriculum--a General curriculum.

> Graduates were required to take 17 units of work. The curricula suggested by the State Department of Education were two types of subjects; those designed to meet the fundamental needs of all members of society and those intended to meet the vocational and avocational needs, or interests, of individual students. The subjects constituting the first group were called constants and were required by all applicants for graduation. The subjects constituting the second group were the electives and curriculum prescriptions. There were ten required units, leaving only seven units as electives. Graduates from all three curricula groups indicated they took many of the same electives while in high school; therefore, the conclusion is reached that many Louisiana high schools offered only a General curriculum.

4. Many of the graduates who claimed to have pursued a College Preparatory or General curriculum took vocational courses.

A number of vocational programs are offered in Louisiana high schools. Those considered in this study were vocational agriculture, home economics, distributive education, office education, trade and industrial education and industrial arts. A large per cent of all male respondents took vocational agriculture, a little over one-third of the males in College Preparatory, and over 60 per cent of males in the General curriculum took one or more years of vocational agriculture while in high school. A large per cent of all female respondents took home economics; a little over 70 per cent of the females in College Preparatory curriculum and over 83 per cent of the females in General curriculum took one or more years of home economics.

5. Many Louisiana high school graduates were not aware of a choice of electives; nor were they aware of a choice of curriculum.

Analysis of comments indicates that the graduates were not given a choice of electives nor were they counseled concerning a high school curriculum. Comments tended to show that graduates would have taken different courses and perhaps pursued a different curriculum had they been given the opportunity.

6. High school courses were listed as helpful in locating a job.

Nearly two-thirds of all respondents answered yes to this question. However, when asked to list specific courses nearly 50 per cent did not reply. Those that did reply listed English, math, science and social studies. Very few listed skill courses. There was one exception--approximately one-third of the female respondents indicated that business education helped when looking for a job. These data support the fact that students were indicating that their overall high school program was helpful when looking for a job.

7. In general all groups felt that the high school made some degree of effort to prepare them for jobs.

Data reveal that 40.4 per cent of males and 48.7 per cent of females in the Vocational curriculum felt that a great deal of effort was made by the high school to prepare them for a job. These percentages are considerably higher than the College Preparatory or General curriculum groups. However, all groups felt that the high school made some degree of effort to prepare them for jobs.

8. Few respondents considered they applied themselves very hard in high school to get training necessary to get a job.

> Only 6.4 per cent of the males and 17.7 per cent of the females in the College Preparatory curriculum, 3.4 per cent of males and 7.2 per cent of females in the General curriculum and 4.8 per cent of the males and 14.9 per cent of the females in the Vocational curriculum considered that they applied themselves "very hard" in high school to get training necessary to get a job.

9. Graduates appreciate the fact that hard work is a key to job progress--they are also a very stable group.

> Nearly 90 per cent of all respondents revealed that hard work was the key to job progress. Very few respondents felt that they could depend on luck. Data also reveal that the respondents are a rather stable group. Over two-thirds of all groups indicated that five years from now they expected to be working in the same job they have or working with the same company but in a better job.

10. Most graduates of Louisiana high schools attended some type of post high school institution.

> Data from this study reveal that most respondents--nearly 95 per cent of the College Preparatory group, about 75 per cent of the General curriculum group and almost 70 per cent of the Vocational curriculum group--did attend some type of post high school institution.
>
> A large number of high school graduates attended college--76.2 per cent of males, 77.1 per cent of females in the College Preparatory curriculum; 48.2 per cent of males and 32.9 per cent of females in the General curriculum and 14.3 per cent of males and 13.7 per cent of females in the Vocational curriculum. These percentages represent a little more than one-half of all respondents.
>
> However, data reveal that a little over one-third of those attending post high school institutions did not complete their training.

11. Most Louisiana high school graduates involved in this study were employed.

Data reveal that over 90 per cent of all males--92.0 per cent of the College Preparatory group, 95.3 per cent of the General curriculum group and 94.0 per cent of the Vocational curriculum group were employed. Approximately 50 per cent of the female respondents were employed full time with another 8 to 10 per cent employed part-time. Over one-third of all female respondents reported that they were full time homemakers.

These data show a very low percentage of all respondents--approximately 3 per cent--unemployed.

12. The respondents in all three curriculum groups have moved up the occupational ladder.

Data reveal that the respondents in all three curriculum groups have moved up the occupational ladder to the three highest levels of employment. In their present job, 69.4 per cent of the males in the College Preparatory group, 50.1 per cent of the males in the General curriculum group and 31.0 per cent of males in the Vocational curriculum group considered they were in the three highest levels of employment. These percentages are considerably higher than those indicated for their first job.

Also data reveal that females in all three curriculum groups have left the clerical level of employment and to some extent have moved up the occupational ladder.

13. Schools do very little in assisting graduates in locating jobs.

Few respondents, less than 10 per cent, gave credit to the school for locating jobs. Approximately one-half of all groups reported they either located their first job through a friend or relative or by direct application to the business.

14. Most respondents were satisfied with work they were performing in present job.

Well over three-fourths of the male respondents were satisfied with the work they were performing in their present job. Respondents expressed some degree of satisfaction in the areas of pay, promotion possibilities, people (co-workers), supervision, working conditions and fringe benefits. More dissatisfaction was expressed by all groups with pay and fringe benefits than in any other area.

Recommendations

Education has never been a simple business; it seems more difficult today than it has ever been. Schools cannot be responsive to all of the social, political and economic forces that converge upon them. Nor should they react to all the voices in the marketplace of ideas. But the school, by its very existence, is caught up in problems of today's society and it is difficult to see how the school can remain untouched by central trends of thought regarding the needs of society and the needs of the individual student.

Career education is the new mainstream of educational reform. It is an area of opportunity in education that must be developed if we are to meet realistically the educational needs of all our young people. Career education concepts are not new, but program development across the nation does introduce many new elements not found in previous programs. The most significant of these elements is the effort to assist all students to participate in the school's career education opportunities. Such an effort will require significant changes in counseling approaches, curriculum development process and staff utilization practices.

Organizing the high school to provide a truly expanded educational opportunity for career education does not mean that students will receive less academic education. Both Vocational and General education are essential; in fact, one supports the other and in combination, they make better education for youth.

Based on the evidence of this study, a careful review of related literature and the researcher's experiences and observations, the

following suggestions were made for possible consideration in the improvement of educational programs in the Louisiana secondary school.

1. The Louisiana high school curriculum should be reorganized to provide flexible regulations that will allow local school people to develop programs that will meet the needs of the individual assigned to it. The requirements for graduation from high school should be altered or adjusted to meet the needs of the individual. The needs, interests and abilities of individuals differ; a rigid curriculum is not suitable for fulfilling their educational needs.

The requirement for majors and minors should be eliminated. At the present time the units of credit offered for graduation shall be so slected as to constitute three majors, or two majors and two minors. (A major is three or more units in a subject or in closely related subjects in the same field. A minor is two units in a subject or in closely related subjects in the same field.) This would eliminate a General curriculum and allow the individual, with guidance, to pursue a curriculum to meet his needs.

The required number of units in various subject areas should also be altered or eliminated. This does not mean that less emphasis be placed on academic subjects. This means that greater emphasis should be placed on all subjects. The simple fact that these subjects are required does not mean the individual is proficient in the subject matter. The curriculum must offer continuous contact with essential materials in the basic areas of human knowledge. It should provide for depth studies for specially interested individuals who are headed for college or for certain occupations. The curriculum should be organized on a

continuous progress basis so that pupils do not waste time waiting on other pupils to catch up or by being frustrated by work which is too difficult for them.

The individual should qualify for graduation from high school when he demonstrates proficiency at each level in the various subject matter areas. His curriculum should be based upon his capabilities, interest and aspirations.

2. Career education should be incorporated into the curriculum at all grade levels--career education has particular application to the high school.

A rigid curriculum is not suitable for implementing career education. Unless requirements are changed, only "lip-service" can be rendered.

The need for career education has been stressed by the U. S. Office of Education since 1971. Federal funds have been earmarked for program development. Career education objectives have been established for all grade levels.

Each program of career education should be unique in that it is planned and structured to meet the needs of the individual.

3. Counseling programs must be developed to meet individual needs.

Schools in Louisiana have expanded counseling services rapidly during the past decade. Professional trained counselors are found in most high schools, but not in sufficient number to give counseling on individual needs. The principal must organize his staff so as to meet the need for guidance services.

Under the leadership of the professional trained counselors a teacher-advisor program should be developed. Each student, as he enters high school would be assigned to a selected teacher-advisor who is responsible for collecting much information about the individual student and discussing this information with him and his parents. This teacher-advisor would get to know the individual as a total human being. The teacher-advisor would have 25-35 students and they would be assigned to her throughout the individual's stay in high school. The teacher-advisor would not have to meet with this group every day but should be allowed time to counsel and work with the student to develop programs and career plans to meet the needs of the individual students.

The professional counselor would need to work with the teacher-advisors to upgrade them in their responsibilities and help finalize programs and career plans of the individual student. The professional counselor would use her own talents to help the individual student and parents with special problems that affect school work, work experience, or other aspects of education.

These developments would acknowledge the existence of individual needs and should develop adequate programs to meet these needs.

Social and economical forces exerted on the school must be resolved at the instructional level by way of courses, experiences, and programs which prepare young people for their future role in society. Schools and society must seek assurance that young people will develop an appropriate educational background so that they can carry their share of the responsibilities of a productive society. More and more people are looking to the high school to act as the center for providing

the individual student with knowledge of himself and the world of work in which he must eventually find a job and pursue a career.

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APPENDICES

APPENDIX A

Parishes Participating in Study

Avoyelles
Beauregard
Bossier
Caddo
Catahoula
East Baton Rouge
Franklin
Jefferson Davis
Ouachita
Richland
St. Landry
St. Helena
Tangipahoa
Vermilion
Washington
Winn

APPENDIX B

Guidance Counselors Participating in Study

Mr. David Bannister
Mrs. Betty Barnes
Mrs. Sadie Bodden
Mr. Earle Broussard
Mr. George Brown
Dr. Gene Byrd
Mr. Clyde Cloud
Mr. V. E. Craig
Mr. Glen Daughtrey
Mr. Waldon Donatto
Mrs. Geraldine Fletcher
Miss Dorothy Geisel
Mrs. Oleta Goodman
Mrs. Ruby Hamlin
Mrs. Lennie M. Hanchey
Mrs. Essie Holt
Mr. Tommy Hymel
Mrs. Peggy Jacob
Mr. William D. Kirby
Mr. Charles Kirkfield
Mr. J. P. Landry
Mrs. Jonnie Lanier
Mrs. Marian McCathran
Mrs. Edleen Marczak
Mr. Tommy Moore
Mrs. Camille Newson
Mr. Johnny O'Connor
Mrs. Margaret Oscar
Mr. Robert Payne
Mrs. Elaine Pesnell
Mrs. Maureen Plunkett
Mrs. June Reynolds
Mr. Reginald Reynolds
Mr. Ronnie Rigdon
Mr. Clarence Roy
Mr. B. L. Sandifer
Mr. Burton Saucier
Mr. Ted Simon
Mr. Ellie P. Stallworth
Mrs. Lou D. Stroud
Mr. Aaron J. Thompson
Mr. Linnie Wall
Mrs. Merrilee Warren
Mr. C. H. Watson, Jr.
Miss Lucille White
Mrs. Idella Washington
Mrs. Lorraine Wilkins

APPENDIX C

OCCUPATIONAL EXPERIENCES OF LOUISIANA HIGH SCHOOL GRADUATES

VOCATIONAL AGRICULTURAL EDUCATION
LOUISIANA STATE UNIVERSITY
Baton Rouge, Louisiana 70803

October, 1972

INSTRUCTIONS: Most items in this form require only a check mark to record your answer. Your comments will be very much appreciated.

PART I. GENERAL INFORMATION

1. Sex: _____Male _____Female

2. Marital Status: _____Married _____Single

3. Year of graduation from high school:_____

4. Father's (or guardian's) annual income: (check one)
   _____Under $3,000
   _____$3,000 - $4,999
   _____$5,000 - $6,999
   _____$7,000 - $8,999
   _____$9,000 or above

5. Mother's annual income: (check one)
   _____Under $3,000
   _____$3,000 - $4,999
   _____$5,000 - $6,999
   _____$7,000 - $8,999
   _____$9,000 or above

6. I consider my parents' status in the community to be: (check one)
   _____Very important people
   _____Just average people
   _____Not important people

7. Father's education: (check one)
   _____Less than high school
   _____Completed high school
   _____Vocational school
   _____Business school
   _____Some college
   _____College degree

8. Mother's education: (check one)
   _____Less than high school
   _____Completed high school
   _____Vocational school
   _____Business school
   _____Some college
   _____College degree

PART II. HIGH SCHOOL EXPERIENCES

9. High school curriculum followed: (check one)
_____College Preparatory
_____General
_____Vocational

10. Vocational courses taken: (check number of years enrolled)
Agriculture 1_____, 2_____, 3_____, 4_____
Home Economics 1_____, 2_____, 3_____, 4_____
Distributive Education 1_____, 2_____, 3_____, 4_____
Office Education 1_____, 2_____, 3_____, 4_____
Trade & Industrial Education 1_____, 2_____, 3_____, 4_____
Industrial Arts 1_____, 2_____, 3_____, 4_____

11. In general, what were your feelings toward high school? (check one)
_____Liked very much
_____Liked
_____Disliked
_____Disliked very much
Comments:_____
_____

12. Of all the things that made up your life in high school (courses, activities, friends, athletics, etc.) what did you like the most?
_____
_____
What did you like the least?_____
_____
What courses did you like the most?_____
_____
What courses did you like the least?_____
_____

13. Why did you choose the elective courses you took in high school?
_____
_____

14. Did you ever discuss your choice of courses with a guidance counselor? _____Yes, _____No. If yes, how helpful do you think these discussions were? (check one)
_____Very helpful
_____Helpful
_____Not helpful

15. If you were talking with a young person just starting to high school, would you suggest that he (she) take the courses you took?
_____Yes, _____No. If No, what courses would you suggest?
_____
_____

16. When you were in high school, did you have a group of friends you usually did things with (such as eat lunch, go to athletic events, movies, etc.)? _____Yes, _____No
If Yes, did they take the same courses you did? _____Yes, _____No
If Yes, did you ever feel that students who took other courses were in some ways different from you and your friends?
_____Yes, _____No.

17. Did you ever feel that other students or teachers "looked down" on you because of the courses you took? _____Yes, _____No.

18. Do you think it was harder to take part in school activities because of the courses you took? _____Yes, _____No.

19. Did you feel you were really a part of the school? _____Yes, _____No.

20. Did any of your high school courses help you when you started to look for a job? _____Yes, _____No.
If Yes, list specific courses:_____
_____

21. How much effort do you think your high school made to prepare you to get a job after graduation? (check one)
_____A great deal of effort
_____Some effort
_____Little effort
_____No effort at all

22. How hard did you study (apply yourself) in high school to get the training necessary to be able to get a job? (check one)
_____Very hard
_____Hard
_____As much as the average student
_____Little
_____Not much at all

23. When you were in high school, what kind of job did you hope to get when you graduated?_____

24. Did you ever discuss your job plans with a guidance counselor?
_____Yes, _____No. If Yes, were these talks of long range help?
_____Yes, _____No.

25. Which do you think is more important in getting ahead, hard work___ or good luck___? Comments:_____

26. If someone were to offer you two jobs, one a secure job with an adequate income, the other not so secure but with more opportunity for advancement, which one would you take? _____Security, _____Opportunity. Comments:_____
_____

27. Of the jobs you think you could handle, what kind would you like most to have right now?_____

28. If things go well for you, what do you think you will be doing five years from now? (check one)
_____Working in same job I now have
_____Working with same company but in a better job
_____Working for another company in a better job
_____Going back to school
_____Other (specify)_____

In five years, how much money per year do you think and and/or your family will have to live on each year? (check those that apply)

(My Income)	(Spouse's Income)
_____Less than $2,000	_____Less than $2,000
_____$2,000 to $3,999	_____$2,000 to $3,999
_____$4,000 to $5,999	_____$4,000 to $5,999
_____$6,000 to $7,999	_____$6,000 to $7,999
_____$8,000 to $9,999	_____$8,000 to $9,999
_____Over $10,000	_____Over $10,000

PART III. POST HIGH SCHOOL EDUCATION OR TRAINING

Complete this section if you have attended any type of schooling since high school graduation. If you have not attended a post high school institution, go on to Part IV.

29. Kind of post high school institution attended: (check all that apply)
_____College of University
_____Vocationa-Technical School
_____Business College
_____Junior College
_____Beauty School
_____Barber College
_____Other (specify)_____

30. Training program or course of study (specify):_____
_____

31. Dates attended (month and year): Began_____, Ended_____

32. Did you complete the program? _____Yes, _____No. If No, how much of the program did you complete?_____
Reasons for leaving:_____

33. Your training was sponsored by (check one):
_____Parents
_____Yourself
_____The company you work for
_____Other (specify)_____

34. How beneficial were your high school courses in learning the new skills required in your training program? (check one)
_____Of considerable benefit
_____Of some benefit
_____Of little benefit
_____Of no benefit
List specific courses, if any, that were helpful:_____
_____

PART IV. MILITARY SERVICE

Complete this section if you have served in the armed forces since high school graduation. If you have not been in military service, go on to Part V.

35. Branch of military service. (check one)
_____Army
_____Air Force
_____Navy
_____Marines
_____Coast Guard

36. Rank when entering service:_____; when leaving service _____.

37. Did you receive specialized training? _____Yes, _____No.
If yes, type or kind of training:_____
Other training received_____

38. How helpful were your high school courses in your military training?
_____Of considerable help
_____Of some help
_____Of little help
_____Of no help
List specific courses, if any, that were helpful:_____
_____

39. How well did your high school courses prepare you for your job in the military service? Place a check in the box after each of the skill areas below which best describes the degree to which you were prepared.

Skill Areas	Very Well Pre-pared	Well Pre-pared	Moder-ately Pre-pared	Poorly Pre-pared	Not Pre-pared	Does Not Apply
Use of machines and equipment						
Job skills						
Mathematics skills						
Science skills						
Communication skills						

PART V. EMPLOYMENT EXPERIENCES

43. What is your employment status at the present time? (check one)
_____Employed
_____Employed part-time
_____Not employed
_____Homemaker

In this section, we would like to contrast various aspects of your present job (if you are employed) with the first full-time job you held after high school graduation. If you have held only one job during that time, answer the questions for it.

44. What is (was) your job title?
Present job:_____
First job:_____

45. When were you hired? (month and year)
Present job:_____
First job:_____
When did you leave your first job? (month and year)_____

46. On the average, how many hours per week do (did) you work?
Present job:_____
First job:_____

47. How helpful was your high school training in preparing for your:

Present Job	First Job
_____Very helpful	_____Very helpful
_____Of some help	_____Of some help
_____Of little help	_____Of little help
_____Of no help	_____Of no help

List the courses, if any, that benefitted you most:
Present job:_____
First job:_____

Place a check in the box below after each of the skill areas which best described the degree to which these courses prepared you for your job: (Pr. = present job, 1st - first job)

Skill Areas	Very Well Prepared		Well Prepared		Moderately Prepared		Poorly Prepared		Not Prepared	
	Pr.	1st	Pr.	1st	Pr.	1st	Pr.	1st	Pr.	1st
Use of machines and equipment										
Job skills										
Mathematics skills										
Science skills										
Communication skills										
Job interview skills										

48. How far from your home town is (was) your job?

Present Job	First Job	
_____	_____	In home town or community
_____	_____	Within 50 miles
_____	_____	50 to 100 miles
_____	_____	More than 100 miles
_____	_____	In another state

49. How did you locate your job?

Present job	First job	
_____	_____	Through the school counselor
_____	_____	Through the school placement office
_____	_____	Through the vocational teacher
_____	_____	Through another teacher or the principal
_____	_____	Through a friend or relative
_____	_____	By direct application to the business
_____	_____	Through a private employment agency
_____	_____	Through the state employment agency
_____	_____	Through a newspaper advertisement
_____	_____	Other (indicate)_____

50. What is (was) your average weekly salary?
Present job: Starting salary $_____; Present salary$_____
First job: Starting salary $_____; Present salary $_____

51. How satisfied are (were) you with the following areas of your job? (Pr. = present job; 1st - first job)

	Very Satisfied		Satisfied		Dis-satisfied		Very Dis-satisfied	
	Pr.	1st	Pr.	1st	Pr.	1st	Pr.	1st
Work								
Pay								
Promotion possibilities								
Supervision								
People (co-workers)								
Working conditions								
Fringe benefits								

52. What was the reason for leaving your first job?_____
_____

53. Other than the two jobs analyzed above, have you held other jobs since high school graduation? _____Yes, _____No.

If yes, please fill in the job record below for the jobs held other than those already described:

Job Title	Period of Employment (month & year) Began	Ended	Weekly Salary Beginning	Ending	Reason for Leaving

54. Since high school graduation, have you experienced periods of unemployment of more than three months duration? Yes_____, No_____.

55. What suggestions would you make to your high school and/or post high school institution (if you attended one) concerning improvements in training problems?

A. High School:

B. Post High School Institution:

VITA

The author was born in 1921 and finished Start High School in Richland Parish in 1939. He completed two years at Louisiana State University before World War II. After serving four years in the Army during World War II, he re-entered the University and was graduated with a B.S. degree in Vocational Agricultural Education in 1948.

He taught vocational agriculture in Richland Parish from 1948-1965. Thirteen years of this was in Rayville High School, Rayville, Louisiana. In 1965 he was granted a leave of absence from Richland Parish and was appointed as a Research Associate in the Department of Vocational Agricultural Education, Louisiana State University, for a two year period.

He returned to Rayville High School in 1967 as Principal, the position he continues to hold.

He is married to the former Florine Richard and they are the parents of six children, two girls and four boys and the grandparents of two granddaughters.

EXAMINATION AND THESIS REPORT

Candidate: James Cloice Letlow Sr.

Major Field: Vocational Agricultural Education

Title of Thesis: Educational and Occupational Experiences of Louisiana High School Graduates

Approved:

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination:

April 23, 1974